Beyond the Veil: A Case Study of Context, Culture, Curriculum, and Constructivism at Dubai Women's College

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Abstract

This case study of curriculum at Dubai Women's College (DWC) examines perceptions of international educators who designed and implemented curriculum for female Emirati higher-educational students in the UAE, and sheds light on the complex social, cultural, and religious factors affecting educational practice. Participants were faculty and supervisors, mainly foreign nationals, while students at DWC are exclusively Emirati. Theories prominent in this study are: constructivist learning theory, transformative curriculum theory, and sociological theory. Change and empowerment theory figure prominently in this study. Findings reveal this unique group of educators understand curriculum theory as a "contextualized" construct and argue that theory and practice must be viewed through an international lens of religious, cultural, and social contexts.

As well, the study explores how mandated "standards" in education—in the form of the International English Language Testing System (IELTS) and integrated, constructivist curriculum, as taught in the Higher Diploma Year 1 program—function as dual curricular emphases in this context. The study found that tensions among these dual emphases existed and were mediated through specific strategies, including the use of authentic texts to mirror the IELTS examination during in-class activities, and the relevance of curricular tasks.

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CHAPTER ONE: CASE STUDY

"Future generations will be living in a world that is very different from that to which we are accustomed. It is essential that we prepare ourselves and our children for that new world" (HRH Sheikh Zayed, 2005).

"We will strive to develop in our students the values, the qualities, and capacities to be leaders in their communities" (HRH Sheikh Nahayan Mabarak Al Nahayan, 2005).

Bismillah[1]

Consider the following scenario: I am a Canadian, postsecondary educator who walks into my classroom at Dubai Women's College (DWC), in Dubai, United Arab Emirates (UAE) enthusiastic to teach academic English to first-year, gender-segregated, Muslim female Business and Information Technology students. I encounter a cluster of women, covered from head to toe in long, elegant black robes (*abbayahs)* and beautiful, black scarves (*shaylahs*) which not only cover the hair but for some also veil the entire face from sight. Observation and consideration of each other is reciprocal: As much as I am engaged in an appraisal of them, they too are engaged in an appraisal of me. I imagine they wonder: What kind of "Western" woman am I? As I gazed at the figures cloaked in black, I thought about

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[1] I introduce each chapter with quotations from prominent Arab or Emirati leaders, and I introduce the study with the word *Bismillah* as a sign of respect for the culture and the religion of Emirati people. According to my private conversations with many Emirati and Arab individuals over the years, saying the word pays respect to Allah (God) prior to beginning any task or endeavour. A close translation is "By the Grace of Allah," or "Glory to Allah."

the curriculum I was about to implement, the team of international educators with whom these students were about to interact on a daily basis, and the interesting interplay of culture, curriculum, and constructivism that would be part of our lives for the next year as students and educators in the Higher Diploma Year One (HD1) of the Business and Information Technology (IT) program at DWC.

Interestingly, in this age of globalization and mass flow of human movement, from my experience with people in Canada and overseas, knowledge is somewhat limited of people in other lands, especially the Middle East, except for information extrapolated from various media sources or brief tourist visits. I make this observation about interactions occurring in my Canadian homeland about "over there in the Middle East," and also in relation to my role as an international educator and researcher, in various countries throughout the world.

Particularly relevant is this lack of understanding about the Middle East, which is a complex location that seems mired with mystique, misinformation, and misunderstanding. This location often conjures a multitude of visions that may or may not have a basis in reality for a context as diverse and dynamic as the Middle East. Further, for inhabitants of the Middle East, mention of the word "Western," a term that commonly refers to cultures and nationalities typically associated with countries such as Canada, the United States, Britain, Australia, and some European countries, equally conjures a multitude of visions that may or may not have a basis in reality. Understandings about each other appear to be veiled.

This research study explored one unique educational curriculum for HD1, as designed and taught at DWC in the UAE in the Middle East. The student body was unique as it comprised exclusively Emirati, female students. The team of international educators was

unique as its members are from all over the globe. The idea of looking beyond the veil provided a metaphor for this case study as the focus was to understand the HD1 curriculum, in context at DWC, and various factors that affected the implementation of it including: the foreign teaching faculty, Islamic faith, Emirati people as a specific cultural group, and social and developmental change. In essence, the goal was to holistically consider the educational context of HD1 curriculum, beyond the veil of the unknown, the misunderstood, and the superficial from the voice of those who designed and implemented HD1 curriculum to meet the needs of Emirati students.

Background

DWC, a governmental higher-educational facility exclusive to female Emirati, Gulf Arab students indigenous to this nation, espouses an integrated, constructivist approach to curriculum as its learning model (Higher Colleges of Technology Academic Services [HCTAS], 2007). Constructivist curriculum, as defined by Henderson and Gornik (2007), refers to curriculum with the following foci: students' active involvement in the meaning-making process wherein the fundamental objective is student understanding. Task-based approaches, goal setting, decision-making, critical thinking, problem solving, and reflection activities are considered vital to students' meaning-making processes in a constructivist curriculum (Henderson & Gornik, 2007). In addition, integral to the meaning-making process in a task-based constructivist approach is for curriculum to facilitate cross-disciplinary connections in the learning process. Thus, integration of curriculum across disciplines is essential. Integration refers to curriculum that makes "explicit connections across subject areas … and revolves around a common theme, issue, or problem" (Drake, 2007, p. 37). The HD1 curriculum at DWC revolves around three central curricular themes:

two themes in Semester 1 and one theme in Semester 2 of the academic year, and incorporating the subject disciplines of Business, Information Technology (IT), Math, and English.

Curriculum at DWC is further impacted by a complex interplay of various specific contextual factors: DWC's curriculum must navigate cultural, social, and religious considerations which cannot be separated from any discussion of curriculum in this geographical context. To illustrate, any curricular content that elicits questioning in relation to societal differences or social roles must be undertaken with great care. It is essential to understand that the cultural background of the Emirates is one of "nomadic desert tribes" (Al Fahim, 1995, p. 152) that impart strict terms of loyalties: "allegiance must lie with the two beings who would care for and protect them—God above and the chief of their tribe here on earth" (Al Fahim, p. 152). As well, Dubai is a political monarchy, not a democracy, with defined social roles as cultural norms. This can be complex because questioning is integral to critical thinking, an element that comprises constructivist curriculum (Henderson & Gornik, 2007) and due to the fact that the curriculum is designed to provide experiential workplace opportunities and encourage leadership opportunities for Emirati Women (HCTAS, 2007).

Politically, a mandate exists within this region for Emiratization which means an increased presence in the workforce of Emirati nationals. Emiratization is an affirmative action, governmental decree that mandates an employment quota, and preference in hiring in favour of Emirati citizens on all private businesses and governmental organizations in the UAE (Godwin, 2006). Strict financial penalties are imposed for noncompliance. However regardless of the financial penalties, the private sector has been slow to implement

Emiratization and instead accepts the levy as a form of taxation (Godwin, 2006). Godwin (2006) contends that the private sector is lax in implementing Emiratization mandates due to: lack of skilled Emiraties, substandard work ethic, preferential labour laws that make dismissal of Emiraties difficult, and unrealistic expectations of Emiraties in terms of salaries and benefits. The result of this situation is that DWC publically and educationally advocates the need for a strong presence of skilled, employable, Emirati women in the workforce. As DWC is a governmental higher education vocational institute, and the chancellor is HRH Sheikh Nahayan Mubarak Al Nahayan, design and implementation of curriculum that endorses Emiratization is expected.

In addition, achievement of English proficiency according to international standardized measuring instruments is a central issue affecting DWC's curriculum. As a graduation requirement, all Higher Diploma DWC students must successfully pass the Academic Version of the International English Language Testing System (IELTS) test as a formal, internationally recognized measure of English language proficiency. IELTS Academic is an internationally recognized, standardized testing system that measures academic English language proficiency in five areas: speaking, reading, writing, listening, and grammar (British Council, 2005). The IELTS Academic test was created, and is provided, by these governing bodies: The British Council, IELTS Australia, and Cambridge University (British Council, 2005).

Therefore, designing curriculum and implementing teaching practice in this context is a complex and intricate endeavour. In this case study, I explored the design and implementation of curriculum, including the intricacies involved, for the HD1's 2008-2009 academic year at DWC in Dubai, UAE.

The UAE Education System, Ministry of Education

The *Al-Ittihad Daily*, a prominent media source in the UAE, reported on the results of a comprehensive critique regarding the education system in the UAE, commissioned by the Ministry of Education, and Chancellor of DWC, HRH Sheikh Nahayan Mabarak Al Nahayan ("Problems Face Education," 2005). Accordingly, the Ministry of Education ("Problems Face Education," 2005) identified several issues that posed detrimental problems for elementary, secondary, and tertiary education affecting this region: unsuitable curricula; ineffective teaching methods; lack of proficiency in English; inappropriate assessment methods; and ineffective school culture.

According to the Ministry of Education, curricula in this region are culturally and linguistically unsuitable ("Problems Face Education," 2005). It is not unusual for educational facilities to adhere to the use of textbooks as the primary or exclusive aspect of the curriculum. Most of these textbooks are written and developed for a broad and diverse student audience, not an Arab audience. Rababah (2003) claims curricula oblivious to the educational context stands as a key impediment to students' learning. Arab learners have strict and specific cultural mores and it is not uncommon for these broad-based textbooks to contain themes, graphics, and linguistic terms adverse to the mores of Islamic cultures, such as dating, evolution, or celebrations such as Valentine's Day (Harb & Shaarawi, 2007). This issue is prevalent in English instructional texts which often contain themes and language geared for learner interest. However, if the exclusive element of curriculum is a textbook with problematic themes that students cannot use, the result is a substandard education for students. As well, this is a "face-saving" (Rababah, 2003, p. 19) collectivist culture, so

success and student progression, especially in unregulated educational facilities, is expected (Mustafa, 2002).

Further, Ministry of Education reports disclose that ineffective, teacher-centred delivery is the pedagogical norm ("Problems Face Education," 2005). Rote memorization of information as the primary expression of learning is common in this region. Freire (1970) identified this form of pedagogy as "banking" (p. 72), wherein learning is deposited into the minds of students. According to Rababah (2003), both curricula and traditional teaching methods, such as drill and repetition for mastery, stand as the primary impediments to students' success in higher education in the Arab world.

These forms of teacher-centred pedagogy do not support the diverse learning needs of students (Brookfield, 1990, 1995), which is integral to teaching responsively to students. According to Brookfield (1990), in order to teach responsively to students, one needs to understand and examine how "students experience their learning" (p. 30), which few educators in this context are empowered to do. Further compounding this problem, according to Ali Majd Al Sweidi, Assistant Undersecretary in the Department of Planning and Human Resources Development at the Ministry of Education (2006), as many as 4,500 teachers in the UAE are not qualified, lacking even a diploma in education or any other discipline. In the case of English as a Subsequent Language (ESL) teachers, I have personally witnessed the ease with which a native English speaker can go to many international contexts, including the UAE, without degrees or, in some cases, high school diplomas, and "teach" regardless of prohibitive legalities.

Consequently, and after 9 years of instruction in English (Mustafa, 2002), it is not unusual for students to graduate from secondary education with minimal ability to

communicate in English (Findlow, 2006; Godwin, 2006; Harb & El Shaarawi, 2007; Mustafa, 2002; Rababah, 2003). This is problematic because all higher educational facilities in the UAE use English as the medium of instruction except for courses explicitly involving Emirati culture or the religion of Islam (Godwin, 2006). The result of this is that higher educational facilities, including DWC, have created foundational programs in order to provide basic skills in English and Math (Findlow, 2006).

Further compounding the issue, standardized quantifiable testing instruments are highly valued in this educational context, even overvalued according to the Ministry of Education ("Problems Face Education," 2005). Educators often find themselves constantly testing or engaged in test preparation. Assessment strategies that do not measure, or are not compliant with identified learning objectives that the educational facility articulates, or that relate to the curricular content that is actually taught are common (Harb & El Shaarawi, 2007). For example, it is not unusual for a curriculum document to identify a learning objective such as for students to demonstrate ability to pronounce two-syllable words, which is then tested through multiple choice instruments rather than an oral form of pronunciation assessment.

Further, as educators have their instructional quality measured by the percentage of passing grades, there is a great emphasis in this context on ensuring students' success on tests (Rababah, 2003). From personal experience, I have witnessed educational facilities at all levels altering test scores and grades to meet this ideal of high test scores. It is a common practice in this context for testing instruments to be provided in advance to students for them to memorize, prior to their actual test date (Harb & El-Shaarawi, 2007, Muysken & Nour, 2006). This practice has the potential to be educative if the educational outcome is to

understand the nature of the testing instrument. However, if the actual assessment merely reflects the same questions and anticipated answers that rely solely on rote memory of discreet items without any real construction, connection, or application of learning, it is an ineffective and inaccurate measure.

The Ministry of Education identified that ineffective school culture is a salient impediment to educational success in this context ("Problems Face Education," 2005). Disciplinary issues exist, emanating mainly from poor attendance, tardiness, lack of motivation, and resistance to learning (Harb & El-Shaarawi, 2007; Muysken & Nour, 2006) likely due to Emirati societal privilege, and family wealth that many Emirati students enjoy. In the case of female Emirati students, some have no interest in or are not allowed to work outside of the home. Anecdotally, some students report that they are not interested in studying Business or IT; this is a family demand but they would rather study a different discipline or desire different employment options. Consequently, these students may feel little scholastic motivation.

The *Al-Ittihad* later reported that AED 46 billion dirhams (equivalent to 13 billion Canadian dollars) would be spent in the next 10 years on educational reform ("46 Billion Dirhams," 2005). Salient themes emanating from this mandate for educational reform concern renewed vigour relating to English proficiency standards, culturally and religiously appropriate content, teaching methods, and curriculum (Macpherson, Kachelhoffer, & El Nemr, 2007).

Tension: Constructivist Curriculum and Accountability Standards

Implementing curricula in higher education taught exclusively in English results in issues related to academic English proficiency standards. Currently, DWC requires that

students successfully pass the Academic Version of IELTS (HCTAS, 2007) in order to graduate, as the means of ensuring students' proficiency in English. As students are often accepted into higher education facilities with extremely limited ability to use English (Mustafa, 2002), the result is that DWC incorporates elements of IELTS Academic preparation into the curriculum to prepare students for this graduation requirement. Little relevant research exists that investigates the alignment of English accountability standards and IELTS Academic with a constructivist orientation to curriculum.

Philosophically and practically, a tension exists regarding curriculum that endorses the students' achievement of standards, often referred to as "accountability" (Drake & Burns, 2004) and curriculum that endorses a constructivist framework, often referred to as "relevant" or "meaningful" (Drake, 2007). Bobbitt (1924) published *How to Make a Curriculum*, which began the discussion of curriculum as a journey to achieve standardized objectives through the completion of numerous and precise accomplishments, which are now identified as "standardized test performances" (Henderson & Gornik, 2007, p. 2). The tension arises from the belief that teaching for success on standardized test performances, such as IELTS tests, results in learning specific only to the testing situation, as opposed to learning to understand concepts, content and subject matter (Baines & Stanley, 2006).

Baines and Stanley (2006), Henderson and Gornik (2007), and Drake and Burns (2004) question: Can educators teach to both the test (accountability) and for relevance and meaning (through constructivist curricular approaches)? The results of this case study provided an avenue for consideration of this tension as teaching for IELTS Academic performance is a factor that affects HD1's constructivist curriculum.

The Problem

The foreign educators designing and implementing the HD1 curriculum must consider the intricacies of this educational context such as the background of education in the UAE, cultural and religious considerations, and the tension between accountability (IELTS) and relevance (constructivist curriculum) in their approach to design and implementation of HD1's curriculum. These thoughts formed the basis for the purpose of this study and the defined research questions that follow.

The Purpose of the Study

The purpose of this case study was to explore the design and implementation of HD1 curriculum as taught to Emirati female students at DWC. Primarily, the study considered the following three foci: first, the participants' perceptions, as international educators, of the influences of the unique context on the design and implementation of curricula; second, the issues and tensions found in the experiences of teachers and supervisors as they implement this curriculum; and third, the relations between the twofold mandate of standards (IELTS) and the constructivist approach to curriculum.

The first focus directly relates to the unique context that is the locus for the study. This study sought to understand how Emirati culture, Dubai society, and religious considerations impact design and implementation of curriculum in terms of textual resources, curriculum tasks, supervisors' perceptions, and teachers' perceptions. The second focus explored potential tensions encountered by supervisors and educators relating to design and implementation of curriculum. The third focus explored issues such as balance and allocation of class time related to teaching the curricular content areas of Math, English, and Business and Information Technology, in addition to the IELTS graduate requirement.

Given this unique context, a qualitative case study that explored how this curriculum was designed, implemented, and supervised in HD1 at DWC provided an in-depth understanding of this educational context.

Research Design and Methodology

In order to achieve a thick description of the design and implementation of HD1 curriculum, my research used a qualitative case study research design. According to Stake (2005), a case study is a "choice of what is to be studied" (p. 443). This case study was designed to be an analytical study that elicited a thick description of aspects pertaining specifically to the situation, the HD1 curriculum design and implementation in this unique context. Data in the form of textual materials and qualitative interviews with HD1 teachers and supervisors were collected continuously throughout the time frame of study, the 2008–2009 academic year.

Research Questions

This purpose of this study was addressed primarily through a consideration of textual, curricular documents such as lesson plans, assessments, and curriculum, as well as through qualitative interviews with HD1 teachers and supervisors. In total, 19 participants contributed to this case study with at least one teacher for each of the four core disciplines comprising the HD1 curriculum: Business, Math, Information Technology, and English. This study was guided by the following two research questions:

1. What are HD1 teachers' and supervisors' beliefs, considerations, and concerns regarding the design and implementation of HD1 curriculum at DWC, UAE?

   Foci to be explored within the context of this research question include:

- How do the predominantly, non-Emirati, internationally diverse teaching faculty and supervisors perceive the design and implementation HD1's curriculum?
- How is HD1's curriculum influenced by religious, cultural, and social contexts of Dubai, UAE?
- How is higher education for Emirati women at DWC affected by the changes of Dubai, as a city, society, and Emirate as it transitions itself in the modern, cosmopolitan world?

2. What is the nature of the relationship between the teaching for standards via the high-stakes testing measure, IELTS Academic, and the integrated, experiential, constructivist orientation to curriculum endorsed by HD1 at DWC?

Defining Terms

For the purposes of this study, given the unique context, definitions of culture, society, and religion are necessary. The discipline of sociology distinguishes culture and society, which corresponds to the nature of this study. According to Hofstede (1997), culture and tradition refer to collectively learned habits, norms, values, aspects of life, and meanings attributed to these concepts that "distinguishes the members of one group or category of people from another" (p. 7). DWC is a higher-educational facility exclusive to Emirati female students. Any reference to culture in this study specifically refers to either aspects of life or circumstances that pertain to Emirati people, or issues and observations affecting Emirati people specifically as they are the indigenous peoples who trace their ancestry to Arab regional tribes of the former Trucial States (Kazim, 2000).

The sociological conception of society refers to a grouping of people who "occupy a particular territorial area. … Loosely, it refers to human association or interaction" (Scott &

Marshall, 2009, p. 715). Society in Dubai demographically is constructed of a multitude of people from diverse cultures, nationalities, and political affiliations, who interact on a daily basis and through many different facets of behaviours and relationships. For the purposes of this study, any reference to society refers to the multicultural, multipolitical, and multireligious peoples who reside in Dubai, including Emiraties (Davidson, 2008).

Religion is defined as "a set of beliefs, symbols, and practices which is based on the idea of the sacred, and which unites believers into a socio-religious community" (Scott & Marshall, 2009, p. 643). In this study, any reference to religion, unless otherwise specifically stated otherwise, refers to the religion of Islam, which is the religion of the UAE.

Rationale

In the review of the literature, I found that the voice of international educators, which is particularly relevant in this age of globalization, has received little research attention. In addition, adult higher education in the Arab context has received little attention. As the global world becomes increasingly interconnected, it is important that knowledge gleaned from international contexts be shared. This is particularly essential considering the "cultural divide" (Al Fahim, 1995, p. 127) that appears to exist between Arab and Western cultural groups. Hence, this research study is a deserving and important area of focus for the following reasons:

1. There is a gap related to the voices of international educators' regarding international andragogy.
2. There is little research regarding adult education in the UAE.
3. There is a notable gap in the literature regarding the design and implementation of curriculum that emphasizes both accountability standards and constructivism.

4. There is a distinct lack of information regarding curricula designed for Arab learners. In order to understand the salience of this gap in the literature, and how this research study can contribute to the knowledge base, it is important to understand the geographical context for this study.

Context of the Study

Geographically, the UAE is located at the littoral of the Arabian Peninsula, commonly referred to in the West as the Persian Gulf. Prior to 1971, the UAE functioned as a British colonial protectorate known as the Trucial States (Al Fahim, 1995). The Trucial States consisted of seven core gulf tribal regions which were often feuding over territory and resources. Although politically they were a British protectorate, the people of the Trucial States received little support from Britain, or any other international region, to intervene politically for peace or to provide the people of the Trucial States with basic health care, education, food, or clean water (Al Fahim, 1995; Davidson, 2008). In fact, as recently as the 1960s, the Gulf region was "one of Britain's poorest and least developed protectorates" (Davidson, 2008, p. 31).

On December 2, 1971, the tribal regions of the Trucial States federated and became the seven Sheikhdoms of the UAE: Abu Dhabi, Dubai, Fujarah, Ajman, Ras al Khaimah, Sharjah, and Umm Al-Qaiwain (Al Fahim, 1995; Kazim, 2000). Complete transformation of society occurred within the next 20 years; the UAE went from existing as an impoverished Bedouin society under British control to becoming an independent country with the world's highest per capita income (Gardner, 1995). In fact, the UAE is the second-richest country in the Islamic world (Patai, 2002). Dubai is the commercial and economic centre of the UAE and, arguably, is the most developed Emirate (Davidson, 2008; Gardner, 1995; Patai, 2002).

In turn, this development has lead to a complete social transformation affecting every aspect of the lives of Emirati people, but particularly education for women.

Contrary to common perceptions regarding women's status and role in Islamic nations, education for women in Dubai is publicly promoted, government supported, (Salloum, 2003; UNESCO, 2003; Whiteoak, Crawford, & Mapstone, 2006) and socially desired (Salloum, 2003; Al Fahim, 1995). Today, a highly educated woman is considered to be a national symbol of social strength, prestige, and family honour (Salloum, 2003; Nashif, 2000; Whiteoak et al., 2006). However, this philosophical stance is not represented historically in the UAE, nor is it widely accepted throughout the UAE in general (Salloum, 2003; Godwin, 2006; Whiteoak et al., 2006). Rather, it is a cultural repositioning emanating from rapid transformation that has particularly affected the larger Emirates, such as Dubai.

To a degree, this social prestige afforded an educated woman is cosmetic because undercurrents of traditional thinking persist. To illustrate, young Emirati women are expected to attain higher education, but accept the norm of cultural restrictions and conform to traditional roles after graduation (Godwin, 2006). These are roles that many Emirati women are questioning as modern thought and traditional thought suddenly and forcefully collide in an andragogical extreme that they encounter. This is but one of the challenges that arose from the UAE's fast-paced social and economic transformation, inherently caused by the rapid influx of financial wealth from oil and development. This wealth rapidly transformed this society from a tribal nation to one that desires a cultural identity that maintains its Islamic religious beliefs and Emirati cultural norms within a modern framework (Gardner, 1995). All of this affects higher education for women, particularly in relation to curriculum at DWC because the HCT Learning Model (HCTAS, 2007) and DWC's

curriculum encourage a participatory role for women in society and in the workforce after graduation while also acknowledging cultural expectations and restrictions on women's behaviour and activities.

For example, two curricular events for HD1 curriculum are publically open; however, entrance is restricted to Emirati students' families, the ruling members of society, and some media. Strict rules regarding student behaviour and appearances are in place regarding the events. Every year, the president of DWC and the supervisors hold an assembly wherein behaviour rules and appearance rules are reiterated to students; for example, ensuring that students wear their *abbayahs* and *shaylahs*, not be overly made up or wear their hair too high on their head, no "boyish" behaviour, and no music or dancing anywhere on campus.

As well, the campus is not open for students to arrive or leave at their will. In fact, our female students are barred from leaving campus at all unless they are chaperoned by a teacher, are picked up by a parent or guardian, or have special written permission granted by their legal guardian and the president of DWC. Thus, the curricular focus is on women's participation in the work force, while simultaneously restricting their movement due to cultural expectations and restrictions on women, which adhere as stridently as in years past and with veracity that belies challenge or change (Godwin, 2006).

Dubai Women's College, Higher Colleges of Technology

The government-funded Higher Colleges of Technology (HCT) opened in 1988. These exist as English-language medium, vocational institutions and function to prepare Emiratis for three purposes: (a) to work in technological, technical, and professional occupations (Diploma program); (b) to build skills to enter university (Higher Diploma program); or, (c) assume leadership and supervisory positions (Higher Diploma program)

(HCTAS, 2006). There are 16 gender-segregated campuses in the seven Emirates, with DWC widely regarded in the UAE as a premier educational institution (Macpherson et al., 2007).

At its inception as a higher educational facility, HCT operated with no formal, federal, quality model of educational standards or quality assurance (Burden-Leahy, 2005). Each educational facility developed its own framework and policy regarding institutionalized standards and quality assurance, which led to significant variation throughout colleges and educational programs. In 2002, the introduction of the HCT Learning Model (HCTAS, 2002) articulated a framework for measuring student performance across the college system and incorporated IELTS testing as a graduation requirement.

The HCT Learning Model was later updated; all of the graduate outcomes articulated in the updated HCT Learning Model (HCTAS, 2007) demonstrate a profound conceptual shift from traditional orientations of education (rote learning, passive learning) toward a constructivist ideology that endorses a task-based, experiential curriculum. The updated HCT Learning Model identifies the following eight Graduate Outcomes (GOs) as essential to students' holistic development:

> Communication and information literacy (GO1); Critical and creative thinking (GO2); Global awareness and citizenship (GO3); Technological literacy (GO4); Self-management and independent learning (GO5); Teamwork and leadership (GO6); Vocational competencies (GO7); and Mathematical literacy (GO8). (HCTAS, 2007, p. 8)

Higher Diploma Year 1 (HD1) is actually most students' third year or fourth year of college at DWC. Due to the fact that most students seek entrance to higher education, but

fail to meet the minimum entrance requirements (Nowais, 2004, 2005), the first 2 years are referred to as Foundations and the focus is for students to achieve passing grades on the Common English Proficiency Test (CEPA English) and CEPA Maths tests created by the National Admissions and Placement Office of the Ministry of Education, UAE. The CEPA English test is not an internationally recognized test of English proficiency, nor is it geared for academic English proficiency. It is not designed as an Arab equal to TOEFL or IELTS Academic. Its purpose is to determine placement of low level, Arab users of English in governmental higher educational facilities in the UAE and is a required standardized test administered during the last year of secondary schooling.

Upon successful completion of Foundations, students can enter the Higher Diploma program with their first year being HD. Upon successful completion of HD, students may proceed to HD1, the year that is the focus for this study. HD1 is comprised of an integrated approach to the four core curricular subject areas of: Business, Information Technology, Math, and English. All instruction is exclusively taught in English.

HD1's Integrated Interdisciplinary Curriculum at DWC

HD1's curriculum at DWC is constructed using HCT's Graduate Outcomes, which are common throughout all 16 campuses of HCT in the UAE. The curriculum is also constructed to conform to the HCT course outlines, which are also common throughout all 16 colleges of HCT in the UAE. Although the HCT Learning Model, Graduate Outcomes, and the HCT course outlines are common amongst the 16 colleges, the development of HD1's curricular documents, which uses a task-based learning approach, are developed and implemented by HD1's faculty and are unique to DWC.

Task-based learning comprises salient features of a constructivist curriculum (Henderson & Gornik, 2007). Task-based learning (TBL) is a strategy that focuses on the completion of a specific task or sequence of tasks through which learning emanates (Ellis, 2003). In TBL, the focus for the learners is not a simulation of a problem, but an actual task that is grounded in the reality of their learning discipline (Harden & Laidlaw, 1996). This is the model for development of curriculum that HD1, DWC follows.

The HD1 academic year is separated into two semesters. Learning cycles 1 and 2 are completed in semester 1 from September through mid January. Learning cycles 3 and 4 are completed in semester 2 from February through early June. Each learning cycle has a corresponding integrated curriculum, called the Project Document, and focuses on a dominating task as a core of the learning process. These project documents delineate the specific elements of learning for all four courses and identifies learning tasks that students are expected to achieve during the learning cycle. These project documents also delineate assessments and dates for assignments and events, and identify elements that are either group work or individual work. Each dominating task is specifically mandated as group work and students are placed into random groups, usually by the Business teacher, or the Business teacher and English teacher. Copies of these curriculum documents are given to students at the beginning of each learning cycle.

Semester 1, Learning Cycle 1

The task for learning cycle 1 consisted of a group visit to interview a manager or supervisor in a local company. The curriculum for this task is appended as Appendix F, entitled "Research, Analyze, and Present." For this event, students in their groups: chose a company in Dubai from a specific economic sector; made all arrangements to visit the

company prior to October 12, 2008; and collected information from the interview and visit that was subsequently presented to the Math, English, and Business teacher in class. For many students, this was the first time off-campus into the "real world" without a teacher, parent, or guardian as chaperone. The stated purpose of this company visit is for students "to see their 'fit' within an economic sector" (p. 9) and be able to present their research regarding this "fit" to their Math, English, and Business teachers as a form of assessment. All presentations took place in class during the week of November 2, 2008. Students created group presentations using MS PowerPoint and were required to include: relevant research about the economy and economic sector randomly assigned to groups; evidence that they had visited the chosen company and understood details such as ownership, structure, company activities, key indicators, and competitors; a minimum of five different sources of information including the company website; statistical information about the economic sector, the economy of Dubai, and the UAE economy; and evidence of MLA referencing.

Semester 1, Learning Cycle 2

Three different curriculum documents (see Appendix G, "DWC Bazaar"; Appendix H, "DWC Bazaar Bank"; and Appendix I, "DWC Career Majlis") were in operation during learning cycle 2. The main event was a campus-wide Bazaar, which is moderately open to the media and public under strict access and security rules. DWC is a facility surrounded by walls with entry gates monitored by hired security staff to ensure that only students, faculty, and staff are able to get in or out. In addition to campus security on the grounds, and the security-monitored access gates, faculty were also required to serve as security monitors throughout the 3-day event. The following schedule was implemented: day 1 is the opening ceremony and the campus is open for industry guests, faculty and staff, and other female

school and college participants; day 2 is a ladies-only day; day 3 is family day when fathers, husbands, and brothers under the age of 13 are welcome to attend (Memorandum to faculty November 16, 2008 re: Security for Bazaar). The protocols for security were: no males allowed on campus or on ladies-only day except if they are assigned security/ambulance duties; on family day the following restrictions apply:

1. Pre-registered male guest (husband or brother only) can come through the main gate only.
2. A currently enrolled student must check in male guest.
3. The security will check and register the identification of the student and the identification (driver's license) of the guest.
4. All female guests and all children under 13 are welcome.
5. Male national guests **must** be family members (fathers, husbands, brothers under 13).
6. Male Emirati guests must be signed in and accompanied by a DWC student at all times.
7. Student Services will provide the name of the male guests registered.
8. If a male guest would like to enter the premises and a faced-covered student is trying to sign him in, a female security person should check the identity of the student.

The Bazaar consists of HD1 students, in groups, serving as employees for HD2 students' on-campus businesses during a 3-day event. The purpose of this event is to help students make a connection between their learning and real world situations in actual businesses with their Year 2 employers in Bazaar. For the Bazaar Project, HD1 students must prepare a group report which chronicles: meeting their Year 2 employers and listening to their ideas; create a summary of the Year 2 business plan; read and understand their

employment contracts, job descriptions, and training, and learn about their employers' operation plan, finance, and accounting procedures; design and record their own sales and employee/employer performance records and record evidence and examples of Year 2's management for incorporation in Year 1's peer evaluation of Year 2's businesses; carry out assigned duties during the 3-day Bazaar event maintaining accurate records of developments; review and understand their performance review from their Year 2 employers; prepare a performance evaluation of their Year 2 employers particularly in relation to objectives; meeting their operations plans, marketing and evaluating financial skills and their business web pages; and evaluate Year 2's leadership style and delegation, their conflict management skills, and their decision-making skills.

For this event, specific currency is created called DWC Dhows, which has cultural significance in Dubai as the dhows are the traditional Arab sailing vessels used for the pearling industry that once dominated the economic trade for the Gulf region. Year 2 businesses also created banks which handled the exchange of UAE dirhams (official currency) for DWC Dhows, the only currency allowed for the Bazaar event. Some HD1 student groups were employed by the Year 2 banks. The curriculum for this task is appended as Appendix H entitled "DWC Bazaar Bank." The purpose of the DWC Bank is to help students make a connection between their learning and real-world situations in actual financial institutions with their Year 2 DWC Bank employers during the Bazaar. The DWC Banks are specific financial institutions on campus during the Bazaar because the only currency permitted is the Dhow. For the Bazaar Project, HD1 students must prepare a group report which chronicles: a description of the DWC Bank branch assigned including assigned duties; marketing strategy and promotion strategy for the branch; discussion of method of

providing customers information about Dhows and method of ensuring that all businesses use Dhows; details of customer service, place strategy, and distribution channels; organization of staffing and plan of leadership; analysis of DWC Bank activity; numerical data for statistical analysis of the bank branch including discussion of cash auditing, transactions, Dhow exchange, and cash flow; and evaluation of individual and group Bank performance.

In the 2008–2009 academic year, student numbers for HD1 were larger than student numbers in Year 2, so there were not enough businesses to employ Year 1 students. The HD1 teachers, the Career Services Department at DWC, and the HD1 Chair made a curricular decision to implement a new task for two classes of HD1 students during Bazaar. A new event called Career Majlis was created, and piloted during the 2008–2009 academic year, with a corresponding curriculum document (Appendix I, "DWC Career Majlis"). This task was specifically for the HD1 p.m. working students (two classes), because they had practical, real-world knowledge of working life for Emirati women. The purpose of the Career Majlis was "to help [students] to make a connection between what [they] learn in [their] courses and a 'real world' situation, the DWC Career Majlis ... a non profit service" (p. 4).

For the Career Majlis at Bazaar, students created an outside, open, Arab-style (Majlis) discussion area where they presented information in groups to visitors regarding topics they believed to be relevant. The topics were all student generated and chosen during an in-class brainstorming session: Emiratization in the Workplace, Working for a Foreign Employer, Working Emirati Mothers, Time Management, and Managing Conflict in the Workplace. For the Career Majlis students were required to: prepare a career earnings projection and family monthly/yearly budget, with statistical analysis and projection, which they explained

to visitors to the Majlis; work with the Career Center to determine the marketing message for their topic; market the Career Majlis to students and their families (visitors to the DWC's Bazaar); work in the Majlis; observe, audit, analyze, and evaluate the service during each shifts/chosen task; consider the areas of marketing and accounting; review the Career Centre's evaluation of student performance during the Bazaar; and present findings in a written report. Evening Career Majlis students are also required to patrol the Bazaar as part of the security team together with HD1 faculty.

The creation of student-generated presentations in the manner of a Career Majlis has cultural significance, as a majlis is the forum for discussion prevalent in this region, still used to this day. A majlis refers to a place of sitting and it is a special area both in private homes for entertaining guests, and public offices for meetings and special gatherings among common interest groups: families, administrations, and social, religious, or legislative groups. To this day, any person wishing to be heard at the Royal Majlis is welcome regardless of nationality.

The bazaar event is significant as the campus is open to the public according to specific guidelines and faculty fulfil many roles during the event. For example, faculty are on campus during the set-up of the event; they are expected to monitor the event and visit booths ensuring that students are adequately and safely set up, ensuring that dress codes and behaviour conduct is appropriate, and assessing different booths for decor, customer service, originality, and cleanliness.

Semester 2, Learning Cycles 3 and 4

HD1's curriculum demonstrates a change for semester 2 from the norm. Instead of having two learning cycles and two corresponding curricular tasks, semester 2 became

learning cycles 3 and 4, with one curricular task, the Current Issues Forum (CIF). The curriculum for this task is appended as Appendix J, entitled "Global Economic Crisis: The Impact on My Career and Community." For this curricular task, students are required to conduct primary and secondary research to learn about a specific aspect of the financial crisis and present their findings in an HD1, open campus, HD1 student conference event called the Current Issues Forum (CIF). The issues are randomly assigned to group (the list is appended as Appendix K, entitled "Current Issues Forum Topics"). The Current Issues Forum (CIF) is a student-driven "conference" where, in groups, HD1 students are given a topic, which they must thoroughly research, and create a presentation to be held in assigned booths that they decorate. During the 3-day, public event students are required to advertise their booth, publically present their topics, and field questions related to their topics from both faculty and visitors on campus for the event.

Working through these tasks as elements of curriculum, and as they are moderately open to the public, requires that female students, and their families, must accept cross-gender communication, interaction, and presence in proximity to members of the male gender who are neither relatives nor spouses nor teachers. This is a new circumstance for many female students and some find it to be culturally unacceptable (Burden-Leahy, 2005; Patai, 2002). But, this also represents the Business and IT workplace reality because in these fields, in Dubai, most of these workplaces are not gender-segregated. In this respect, it is the curriculum and the educators teaching this curriculum at DWC who stand at the forefront of these kinds of issues that affect their practice.

As the majority of teaching faculty at DWC consist of educators who are foreign to Dubai, it is important to understand how these teachers experience, perceive, and address

such intricate situations in their teaching of the HD1 curriculum. While literature exists in relation to many sociocultural and religious considerations affecting curriculum, there is very little relevant literature chronicling case study research in relation to such factors that affect curriculum that incorporates these kinds of pertinent sociocultural, political, and religious considerations in relation to the Arab world.

My Entry Into the Study: Experience in the UAE

For 5 years, I was employed as an English teacher in the UAE: first in a private, tertiary institute, and for the last 3 years at DWC. Although I am a Canadian citizen, born, bred, and educated, most of my teaching experience has transpired in international contexts, in Istanbul Turkey, Hong Kong, and the UAE. My educational background provided a strong influence on the philosophy of education that I embrace. My educational background depicts an overwhelming interest in sociology, psychology, religious and cultural studies, and educational philosophy, particularly in relation to curricular emphases. This fascination with these disciplines provides the catalyst for my decision to experience other cultures, not as a tourist, but as a contributing member of society in an international context. Hence, I enrolled and graduated from a TESL Canada program as an English as a Subsequent Language (ESL) teacher.

After several years, my identity evolved from being a Canadian English teacher, working overseas, to being a Canadian international educator. This evolution in identity represents a function of how my worldview has evolved due to my international experiences and through the amelioration of both Western and Eastern life circumstances. When I first went overseas, I believed I was "bringing" education in the form of English to "the other." Now, I, like many of my colleagues, see myself as an amelioration of influences from both

my Western identity and as a part of an international, educational community. In essence, I have become an "other" of myself, a concept identified as Third Space Theory (Bhabha, 1990, 1994), which occasionally results in tensions related to national affinity, cultural dissonance, and conflicting allegiances.

I have a close affiliation, a carefully maintained bridge, with my Canadian life while concurrently deeply valuing and maintaining a very different life in Dubai, a collectivist, Islamic, Arab nation where I have lived, taught, and learned. Frequently, I find myself occupying a space in between two very diverse, often conflicting, polarities of ideas related to my two worlds, the "others" within my lived experiences, and the "other" I encounter in me when I experience dissonance. When I am in Canada, I often feel that I must explain or defend misunderstandings regarding my life in the Arab world, even amongst the most educated, worldly, and respectable peers, colleagues, or acquaintances. In Dubai, I often feel that I must explain or defend misunderstandings regarding my Western life, again, even amongst some of the highest, most educated and respectable members of society.

Misinformation, misunderstanding, and the ease with which others are spoken of in a manner that implies fact but is actually merely biased opinion based on ignorance results in tensions that exist amongst those of us who choose to learn about and live amongst the "other," whoever that other may be. This is a tension I encounter regardless of the country where I am. However, this is also a challenge that provides intellectual stimulation, and confers a sense of responsibility to engage in research that will contribute to knowledge globally that has the potential to challenge assumptions in both of my current worlds. With time, experience, and growth, I have learned how to adjust to this space, and accommodate my worlds, as many international educators do.

My educational background, my professional international experiences, and my own philosophy of education contribute a very definable theme, a wariness of strict allegiance to extremes in thought, behaviour, depictions, or ideals. In fact, I reject the notion of strict allegiance to extremes or universal dogmas: Western or Eastern, religious or atheist, intelligent or dim-witted, dominant or passive, constructivist or objectivist. There are far too many variables in relation to our human condition and contextual circumstances for me to ascribe to these kinds of universal labels, particularly in relation to educational issues.

In terms of my educational philosophy, I believe that understanding the context of the educational event is crucial to any discussions of theory and practice. I attribute my success as an international educator and scholar to my willingness to learn. In my years in the Arab world, I have attempted to develop insight through reading the Holy Qur'an, the *Hadith* (reporting of the life and sayings of the Prophet Mohammed, peace be upon him), Arab folk stories, and regional, historical texts. I also participated in religious and social celebrations, such as *Ramadan, Eid al Fetr, Eid al Adha,* and *Iftar*. Ramadan requires waking before dawn for *Sahoor* (food and water) followed by *Fajr* prayer (first prayer of the day) after which complete and total abstinence from food or water is required until *Maghrib*, the fourth prayer of the day. After *Maghrib*, the fast is broken by *Iftar* (feast in gratitude to Allah). During the fast, individuals are expected to consider the plight of those less fortunate and be grateful for whatever prosperity one enjoys, no matter how humble.

My participation in these events has been beneficial in a number ways. First, I understand and appreciate the self-discipline required of students during Ramadan. As well, I highly respect and value the message that underlies this particular religious event in addition to other religious events. My participation in the religious experience, although I am

not a Muslim, has been a consciousness-raising experience regarding the beauty of Islam as a faith and a way of life. As an international educator, I believe these experiences provide social, cultural, and religious insight, which aids in honouring diversity, and promotes positive cross-cultural contact. As many of my international educator colleagues have discussed, insight and contemplation regarding the nuances of culture and religion impact educational events and have an effect on the classroom dynamic the educator initiates.

Further, I believe that awareness of context provides insight into curricular content and instructional methods that facilitate relevance and the meaning-making process for students. I support cognitive and social constructivist curricular orientations, while concurrently supporting the need for rigour and accountability in education. This triumvirate in my educational philosophy, the importance of context, constructivism, and accountability provided the theoretical basis for my research study.

Statement of Significance

This study adds to the current knowledge base in three distinct and diverse ways. First, many educational disciplines and contexts worldwide are considering the necessity of content standards in relation to curriculum (Arkoudis & O'Loughlin, 2004; Aronson & Miller, 2007; Espin et al., 2008; McKinney & Frazier, 2008). Exploring how DWC addressed both IELTS Academic standards and curriculum adds to knowledge in this regard. This study sought to illuminate the nuances of mediating between standards and curriculum, which is potentially significant to Canada as discussions concerning accountability in education and achieving standards in education have become a political and educational hot-topic (Walker, Ellefson, & Peters, 2000). Although there are various definitions of the term "standards," for the purpose of this research, standards refers to the content that "teachers are

expected to prepare students to meet … to ensure accountability" (Drake, 2007, p. 2). Drake (2007) further describes accountability to refer to the students' ability to demonstrate achievement through large-scale standardized tests and the results of these tests are intended to be a measure of students' learning. For the purposes of this research, IELTS Academic is the high-stakes test that students must take and which is expected to measure students' learning of the English language. Therefore, this study illuminates a case where both standards (IELTS Academic) and constructivist curriculum are being implemented, a current curriculum interest in Canada and internationally (Drake, 2007).

Second, as most countries become increasingly culturally diverse, discovering international educators' tacit wisdom regarding teaching to Islamic students contributes to awareness, cultural sensitivity, and strategies to deal with issues that may relate to the "cultural divide" (Al Fahim, 1995, p. 127) between the East and the West. This is significant to Canada as, according to Statistics Canada (2003), during the 1990s, immigrants to Canada from the Asian continent, which includes the Middle East, accounted for 58% of the total immigration, while 8% emigrated from Africa. Both continents represent a strong Islamic religious demographic. In addition, according to the 2001 Canadian census, those who identify themselves as Muslim represented the largest gain in religious affiliation among citizens of Canada, from 253,000 in 1991 to 579,600 in 2001 (Statistics Canada, 2001).

Third, this study provides insight into the teaching of an integrated, constructivist curriculum in higher education from the perspective of the educators who teach it. Little literature is currently available regarding how an integrated, constructivist curriculum is implemented in higher education at the educators level of belief, instruction, and interaction. This study seeks to explore the process of implementing this form of curriculum at DWC in

order to illuminate how teachers' perceptions and beliefs regarding the learning that transpires. This provides insight for Canadian teachers and international teachers alike.

Limitations

This study proceeded as a qualitative case study of the curriculum for HD1 at DWC in order to explore the case in depth. There were three specific limitations to this research study that I acknowledge: transferability of information, limitations to data sources, and my role as researcher and educator at DWC.

This study is subject to the typical limitations inherent with case study research such as generalizations. This study was designed for the purpose of understanding the design and implementation of HD1 curriculum, in depth for this geographical context. According to Stake (2005), case study researchers "seek out both what is common and what is particular about the case, but the end product of the research regularly portrays more of the uncommon" (p. 447). Thus, the intention of this case study is not to generalize results or apply to them to another situation. The purpose is to conceptualize and illustrate a thick description of this particular educational context and during this specific moment in time, the 2008–2009 academic year.

As the context of my study was Dubai, UAE, this research is limited in terms of those with whom I could recruit as data sources. The President of DWC and my supervisor in HD1 granted me access to all textual materials related to curriculum including syllabi, assessments, lesson plans, objectives, strategic plans, and I was granted permission to recruit participation from educators and supervisors within HD1. Although students' voices would add significantly to this case study, I requested but was not granted permission to access student information or recruit participation from the HD1 student body.

A further limitation arises from my dual role in this study as both researcher and teacher at DWC. The dependability of responses at the interviews was member checked through provision of transcripts to each participant for their addition, deletion, revision, clarification, and further contribution. As well, a copy of preliminary findings, which provided a basis for conclusions, was provided to participants for comments. This research study endeavoured to balance and respect the relationship of participants' roles as colleagues, and me in my role as both researcher and teacher at DWC. Through member checking, we revisited and clarified interpretations drawn from patterns in the data in order to assess significance of events, instead of merely relying of isolated interpretations from me in my dual role of teacher and researcher.

Organizational Structure of Thesis

Chapter 2 reviews the theoretical framework that guides this study and describes relevant literature that is essential for an in-depth case study of factors affecting the HD1 curriculum. Chapter 3 presents an outline and description of the research design. It includes a discussion of case study design, participants and sampling, data sources and collection, data analysis procedures, ethical considerations, limitations to the study, and concluding remarks. Chapter 4 elucidates the data results and Chapter 5 is a discussion of the data results highlighting the imperative of curriculum to address the needs and specifications of context, implications, and potential for future research.

CHAPTER TWO: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

"The real asset of any advanced nation is its people, especially the educated ones, and the prosperity and success of the people are measured by the standard of their education" (H.E. Sheikh Zayed, as cited in HCT, 2007, p. 21).

The theoretical framework for this study includes Third Space Theory, Constructivist Learning Theory, Adult Learning Theory, Transformative Learning Theory, and Sociological Theory of Education. These theories have underlying assumptions and concepts that directly pertain to this study, given the context. Therefore, this chapter elucidates theoretical foci and related literature as follows:

1. Third Space Theory and International Educators.
2. Constructivist Learning Theory:
   (a) Classification and historical underpinnings;
   (b) The paradigm debates.
3. Adult Learning Theory.
4. Transformative Learning Theory:
   (a) Curriculum educational approaches;
   (b) Task-based, problem-focused, curriculum and learning;
   (c) To assess or not to assess, and how?
5. Sociological Theory of Education:
   (a) Functionalist theory;
   (b) Empowerment theory;
   (c) Change theory.

The theoretical frameworks are discussed in relation to literature, which explain the use of these theories in educational practice. In this chapter, I review the theoretical underpinnings pertinent to this research study, I make the connections between these theories and current research, and draw connections between these studies and my study.

Third Space Theory and International Educators

As all of the educators teaching at DWC are foreign to the UAE, and many have worked internationally for extensive periods of time, in many diverse locations, third space theory underpins the nature of the participants' approach to their work. Wang (2007) discusses third space as a space wherein a person discovers a sense of symmetry between what may be seemingly oppositional forces, ideologies, or thought processes. She argues that the underlying principle or purpose of third space is not to infer consensus but to move "between, beyond, and with the dual forces simultaneously" (p. 30). Wang's conception of third space clearly emphasizes an internal process of negotiating between oppositional forces or beliefs and implies the existence of tension. International educators as an aspect of their professional lives constantly move between, beyond, and within contexts, cultures, and learning environments.

Third space theory, according to Bhabha (1994), is a place of hybridity emanating from cross-cultural interaction. Spring (2007) describes hybridity as the "cultural changes resulting from the intersection of two differing cultures" (p. 14). Bhabha (1990, 1994) speaks of third space as an internal and external state of being where opposing or diverse beliefs, thought processes, lifestyles, ways of knowing, and experiences interact, find symmetry, and develop into learning experiences. Bhabha (1994) argues that "hybridity" is the third space: "the importance of hybridity is not to be able to trace two original moments

from which the third emerges, rather hybridity ... is the 'third space' which enables other positions to emerge" (p. 211) and new knowledge to grow. In Bhabha's (1994) discussion of working in the third space, he argues for the conception of an "*inter*national culture," identifying the *inter* as the "cutting edge of translation and negotiation, the *in-between* space—that carries the burden of meaning of culture" (p. 38). Understanding this third space, Bhabha argues, may allow us to "elude the politics of polarity" (p. 39) for improved international social and cultural understanding.

Accordingly, discussion regarding third space theory directly relates to international educators, particularly those who consider themselves "global workers" (English, 2003, p. 68). International educators move from one geographical location to another, living amongst their new communities as active members of society. With this movement, international educators bring with them a wealth of experiences, knowledge, ways of knowing, and thought patterns, which become shared. According to Vadeboncoeur, Hirst, and Kostogriz (2006), through this global flow of human movement, "our memories and experiences, identities and identifications, discourses and social languages" (p. 163) are situated within diverse and shared discourses, which are inherently tied to context. This results in "identifications with particular spatial-discursive locations" (p. 163). Essentially, this means that with international movement among educators, the essence of our self and our experiences are shared with others in the new context. This shared discourse builds a bridge among experiences, culture, time, space, and geography to form a third space (Bhabha, 1994). Third space functions through social interaction, shared discourse, and new experiences; hence, "there is no dominant correct meaning prevalent" (Knain, 2006, p. 657) to the exchange—rather, a new construction of meaning is negotiated.

English (2003) claims that international educators experience a hybridization of their identity. In one respect, international educators identify with their home nationality. Concurrently, they develop a sincere appreciation through coexistence within a new cultural and geographical context. This evolves into the development of a third space identity, with inherent cross-cultural and cross-national connections as they learn from diverse people. English argues, "International educators practice in different geographical locations, inhabiting an in between 'third space,' which is neither northern or southern, global or local, left or right, liberatory or colonized, [Eastern or Western]" (p. 68). International educators are "in between" (p. 68): nationally, socioculturally, and professionally. They utilize third space in their daily lives and interactions, and negotiate an identity that forms a hybridity of diverse experiences (Bhabha, 1990).

A connection can be drawn between third space theory and Vygotsky's (1978) zone of proximal development. The zone of proximal development refers to the space where a child interacts with a more experienced peer, or teacher, to embody a third space of proximal development (Vadeboncoeur et al., 2006). Although, the zone of proximal development refers to children's development, the concept of this interactive space, or third space, can be extended to refer to international education and the complex conversations that develop from cross-cultural, social interaction.

This study sought to understand the perceptions of international educators at DWC, who may be experiencing third space, as they design and implement the HD1 curriculum, and the tacit wisdom, or tensions they have developed as international educators and occupiers of third space. If the work of international educators is better understood for the complexity, sensitivity, and tolerance for diversity requisite in their international roles, we

may be better prepared to engage in education that crosses boundaries of cultural, linguistic, educational, religious, and political differences. As Gee (1994) states, it is the international English language educators, due to the growth of English as an international language, "who stand at the very heart of the most crucial educational, cultural, and political issues of our time" (p. 190).

Constructivist Learning Theory

This section begins with a discussion of classifications of Constructivist Learning Theory. I will illustrate the classifications of cognitive, experiential, social constructivism together with the contemporary classification that is a conflation of these classifications of constructivist learning theory. Then, I discuss the paradigm debates of models of constructivism and the philosophical orientation that guide the debates. Ultimately, I discuss the question of constructivism as a Western theory, which is particularly relevant to this dissertation. Lastly, I conclude with a summary of constructivist learning theory.

Classification and Historical Underpinnings

Historically, three dominating classifications have been prominent in discussions about constructivist learning theory: cognitive constructivist theory based on Piaget's (1952) assertions, social constructivist theory based on Vygotsky's (1978) assertions, and cognitive and social constructivist theory based on Case's (1985) assertions. The essence of constructivist learning theory is that "individuals learn best when they actively construct knowledge and understanding in light of their own experiences" (Santrock, Woloshyn, Gallagher, Di Petta, & Marini, 2007, p. 282). This section describes dominant theories about constructivist learning theory and the paradigm debates ongoing in current discussions of

constructivist curriculum, and makes connections between constructivist theory and Arab learning theories.

Cognitive constructivist theory. Constructivist theory of learning, based on individuals' constructions of knowledge through experience, has an historical context that von Glasersfeld (1990, 1996) attributes to Jean Piaget (1952). However, earlier, James (1890) discussed learning as the acquisition of Habits and Will. James believes that daily existence results in habitual activity: "All our life, so far as it has definite form, is but a mass of habits—practical, emotional, and intellectual—systematically organized for our weal or woe" (James, 1992, p. 750). James considers this systemizing of habits a virtue and exhorts educators to inculcate habit as an educational ideal. Will is the student's enactment of strategies and effort expended to complete a task despite difficulty or distractions: the internal fortitude to press on. Thus, according to James, thought and action are linked through a sequence of events. An action, or habit, must first be triggered from an idea in the mind which is the catalyst for firing an activity. Thus, with "the firing of action A (the first action of a habitual activity) action B is triggered, and so forth until the entire sequence has been activated and implemented" (Fox & Riconscente, 2008, p. 377). James's discussion regarding Habit and Will provide a backdrop for Piaget's (1952) later discussion regarding children's use of schema as a framework for learning.

Piaget (1952) is considered a cognitive constructivist because he emphasized the importance of cognition in the construction of knowledge. Piaget focuses his discussion on pedagogy, but his ideas have extended to andragogy as well. Piaget identifies four distinct stages of cognitive development that correspond to specific ages and thinking processes: sensimotor stage; preoperational stage; concrete operational stage; and formal operational

stage. Sensimotor stage lasts from birth to 2 years of age and is the time when infants use sensory experiences to begin to construct a cognitive awareness and understanding of their immediate world as it exists both within their presence and outside of their immediate presence. The preoperational stage lasts from 2 to 7 years of age and is the time when children develop cognitive symbolic thought, which is intuitively based rather than rational thought. As well, Piaget identifies that children in this stage are cognitively egocentric in that their cognitive abilities are able to ascertain their own perspectives, but not that of others. The concrete operational stage lasts from age 7 to 11 and is the time when operational skills begin to surface. As well, cognitive skills such as logical reasoning and classification begin to develop during this stage. The final formal operational stage lasts from 11 years of age through adulthood and is the time when individuals are capable of extending their thinking processes beyond reason to think with both logic and abstraction. Piaget's four stages of cognitive development theory has been critiqued due to the strict classification of stages, age, and cognitive abilities, but it is still influential as an historical cognitive framework that has lead to increased theory of mind discussions and research.

For example, Flavell, Miller, and Miller (1993) highlight the existence of increased cognitive capacities in the earlier stages of development while also highlighting cognitive deficiencies in the formal operational stage. Research regarding cognitive development continues (Flavell, Green, & Flavell, 1995; Woolley & Boerger, 2002) even if strict adherence to the four stages of development is not the underlying principle. Hence, Piaget's theories in learning have lasting appeal and influence.

Another influential, cognitive constructivist assertion by Piaget (1952) concerns his belief that learning proceeds via restructuring mental concepts to understand and interpret

information. Schema, or the plural schemata, refers to these mental concepts or frameworks as existing "in an individual's mind to organize and interpret information" (Santrock et al. 2007, p. 41). Thus, a student's construction of knowledge involves linking new information with prior learning experiences, or schemata.

Piaget (1952) argues that children use two schematic processes in the construction of new information: assimilation and accommodation. According to Illeris (2002), assimilation is learning by addition. Students learn when new information "is linked to a scheme or pattern already established in such a manner that it is relatively easy to recall and apply" (p. 84) when called upon to do so. Sternberg and Williams (2010) describe assimilation as a process of incorporation of new information or knowledge into existing schemas. Accommodation refers to information that is "difficult to immediately relate to any existing scheme or pattern" (Illeris, 2002, p. 84) and children must "adjust to new information ... [to] adjust their schemas to the environment" (Santrock, 2007, p. 41) or "create new schemas to organize the information that he or she cannot assimilate into existing schemas" (Sternberg & Williams, 2010, p. 42). At such times in learning, the accommodation process, also known as "transcendent learning" (Illeris, 2002, p. 84) begins. The educator's role is that of a facilitator providing a forum for individuals to discover knowledge. Both learning processes clearly incorporate the concept of individuals' active construction of knowledge through their previous and existing experiences as the mechanism for learning acquisition in cognitive constructivist learning theory. The implication of this view is that the concept of experience must be understood.

Dewey, experiential learning. Dewey (1934/1980) contends that knowledge and learning, by their very nature, are experiential. Knowledge gleaned through every day

experience provides the basis through which to understand new knowledge and new learning, or is substantiated through creative arts. Dewey (1938/1997) critiques the polarity in philosophy in education: traditionalists who emphasize curricular content over content and process, and progressivists who endorse freedom in education as the oppositional response to traditionalists. According to Neill (2003a, 2003b) and Guisbond and Neill (2004), this debate continues to wage in educational philosophy to this very day: structured, disciplined, and didactic orientations to education against student-directed, free exploration, and progressive education. Dewey (1938/1997) argues for the importance of understanding the role of experience as integral to learning, and that a teacher's responsibility toward students is to structure learning with experiences which will positively influence students' future experiences.

Dewey (1929) supports the Constructivist Learning Model, but he believes that it is necessary to link the constructivist theory of education with the nature of human experience. He argues that we must understand how experience occurs in order to design and conduct education for the benefit of individuals in society both in the present and the future. He believes that educators are responsible for providing students with experiences that are immediately valuable and enable their contribution to society. In order to do so, educators must endeavour to understand students' characteristics, and behaviour, in addition to their environment in order to understand existing experiences. I argue that we must also carefully understand the religious considerations and the cultural climate of the educational context to understand students' experiences.

Dewey believes that experience appears as a result of continuity and interaction. Continuity refers to the premise that any experience an individual has will have a positive or

negative impact on that person's future. Interaction refers to awareness of situational influence on one's experience. Therefore, according to Dewey, a current experience is understood in light of past experience and the current situational context and has both internal and social components. The educator's role in this is to understand experience and then engage in organizing content in a manner that incorporates students' past experiences while providing them with new experiences which will aid their intellectual growth and promote their ability to contribute to society. Dewey claims that students should be given control over their experiences, which will increase their perceived value of those experiences, which will ultimately nourish learning. Dewey (1916) claims that the "intelligent element of our experience" (p. 146) is actively cultivated through intentional efforts to realize specific connections between actions and effects, or experiences and outcomes. It is important to understand that Dewey emphasized the need for educators to understand the subjective quality of students' experience, which depends on social interaction between students and educators.

In order to understand how experience occurs, reflection on the experience is crucial (Dewey, 1934/1980). Joplin (1995) states that "Experience alone is insufficient to be called experiential education, it is the reflection process which turns experience into experiential education" (p. 15). Reflection on experience is the process through which personal and social meaning, extrapolated from experience, interact and become unified into experiential learning. According to Bell (1997), "Experience 'exists' through interpretation. It is produced through the meanings given it. Interpretations of lived experiences are always contextual and specific" (p. 10). These premises are supported by Zhenhuan (2010) and by Bergsteiner, Avery, and Neumann (2010), who state: "Learning is a cognitive process

involving constant adaptation to, and engagement with, one's environment. Individuals create knowledge from experience. ... Conflicts, disagreements and differences drive the learning process as learners move between modes of action, reflection, feeling and thinking" (p. 30). Therefore, in the discussion of experiential learning, reflection, context, sentiment, and interpretation are salient considerations in understanding the potential for learning and the constructions of knowledge.

Piaget's discussion of schemata, and Dewey's discussion of experience, link to studies regarding cognitive skills of memory, metamemory, and metacognition (e.g., Brown, Bransford, Ferrara, & Campione, 1983; Flavell et al., 1995; Jensen, 2008; Pressley, 2008). According to Flavell, Miller, and Miller (2002), metacognition refers to thinking about thinking, thinking structures, and the process of thinking or cognitive activity. Metamemory refers to children's "knowledge about variables affecting memory performance and, especially their knowledge and use of memory strategies" (Flavell, 2004, p. 275). Thus, Piaget's (1952) assertion regarding the existence of schemata and Dewey's discussion of experience (1952) form the historical and theoretical basis for current theory of mind research and discussions.

Social constructivist learning theory. An influential theorist in the history of constructivist learning theory is Vygotsky (1978) who also believed in the individual's active construction of knowledge as the mechanism for learning; however, he further viewed learning and development as "historically situated and culturally determined" (Fox & Riconscente, 2008, p. 383), emphasizing the impact of both experience and social interaction in the learning process.

Vygotsky believes that knowledge, and the tools for constructing knowledge such as language, have a social historical context at the core (Vygotsky, 1978). Vygotsky's argument suggests that an educational context, and particular culture, hold conceptualized beliefs which are passed forward generationally. These beliefs represent a social historical conception of knowledge and acquisition—learning. Vygotsky (1986) believes that this social historical conception impacts the social customs and discourses of the community through the language of communication:

> Any function in the child's cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an interpsychological category, and then within the child as an intrapsychological category. (p. 163)

Thus, according to Vygotsky, the acquisition of knowledge and the development of intellectual capacity are "socially and culturally defined," as opposed to "individually constructed" (p. 163). The educator's role is as a facilitator that generates opportunities for students to learn from interaction "with teachers and more-skilled peers" (Santrock et al., 2007, p. 52). Accordingly, Vygotsky's sociocultural learning theory epitomizes a paradigm of learning where social interactions and social cultural history are essential in knowledge construction.

Rogoff (1998, 2003) expanded Vygotsky's discussion regarding social cultural theory to argue that knowledge construction transpires on three planes: the individual; others within the community with whom the individual interrelates; and the social cultural context that defines how this community engages in the processes of knowledge construction and communication. Development, then, "is a process of people's changing participation in the

sociocultural activities of their communities" (Rogoff, 2003, p. 52). Therefore, knowledge construction is characterized and determined by social cultural history, culture, and context of the place where the knowledge originated, and in accordance with particularized goals and values, in relation to the cultural context from where this knowledge originated. Foundationally, social constructivist curriculum builds on the importance of students' social interactions, social cultural histories, and social cultural contexts in the processes of learning (Altun & Büyükduman, 2007).

The social constructivist approach assumes the process of learning as situated cognition. Situated cognition locates the thinking within an interactive social and physical context (Santrock et al., 2007), not as Piaget argued, in the mind or cognitively. Therefore, knowledge is inherently connected to the physical context within which it is developed (King, 2000). This assumption of situated cognition requires that educators engage students in activities emphasizing social frameworks: collaboration, social interaction, and social culturally based activities (Rogoff, 1998). Further, a social constructivist approach requires educators to scaffold their practice (Santrock et al., 2007). This means that during instructional sessions, educators should incrementally alter the intensity of their support. In the beginning of a lesson, the educator's support level will be high, but will diminish as the student's competence increases until the educator's support is withdrawn. This principle of scaffolding and the importance of social interaction as an element of learning remains a pivotal principle in educational research, instructional methodology, and curriculum development and has lasting appeal and influence.

Cognitive and social constructivist theory. Cognitive constructivist theory emphasises the construction of knowledge within the mind (Piaget, 1952). Social

constructivist theory emphasizes social interaction, social context, and social historical importance in the construction of knowledge (Rogoff, 2003; Vygotsky, 1978). Both constructivist theories agree on the individual's construction of knowledge but are different in terms of how that construction occurs. In a sense, it appears that both theories represent polar boundaries on a continuum of constructivist learning theory. In this regard, a middle ground is represented by Case's (1992) cognitive and social constructivist theory, which applies elements of both emphases: cognition and social context.

Case (1992) believes that individuals construct knowledge through central conceptual structures; the construction of knowledge is facilitated through social interaction and curricular design that considers students' cognitive capabilities. Central conceptual structures are defined as "networks of semantic nodes and relations that have an extremely broad (but not system-wide) domain of application that are central to children's functioning in that domain" (Case, 2000 p. 5). These conceptual structures are central for three reasons:

- They form the conceptual basis of an individual's understanding for a variety of situations that extend beyond defined disciplines or content areas.
- They form the core element for the future construction of more elaborate and complex structures.
- They are the product of an individual's central processing system.

Case's (1992) discussion of central conceptual structures refines Piaget's (1952) discussion of schemata, through recognition of cognitive processes such as working memory and the role of the central processing system. Case (1992) argues that individuals' abilities to process increasingly complex information (schemata) are a function of their use of working memory. According to Case, as an individual matures, the capabilities of working memory

are impacted by: neurological development (Case & Mueller, 2001); automatization through practice (Case, 1992); and social experiences and cultural variation (Case et al., 1996). The logic underpinning Case's assertion is that learning is not linear, but rather a dynamic, multidimensional, and complex process. It is a developmental process that recognizes the involvement and importance of both cognition and the social context, which are elements of constructivist learning theory.

Case's assertions directly relate to Bandura's social cognitive theory (1986, 1998, 2000a, 2004). Bandura (1986) is interested in the interplay of internal and external factors in relation to the development of an individual: "In social cognitive theory, people ... function as contributors to their own motivation, behaviour, and development within a network of reciprocally interacting influences" (p. 6). He claims that when individuals learn, they are able to cognitively "represent or transform their experiences" (Santrock et al., 2007, p. 227). Bandura further argues that personal factors, behaviour, and the external environment function to influence and be influenced by each other in a three-way, reciprocal relationship. Bandura (1986) calls this model the reciprocal determinism model. Bandura identified personal factors to include:

- personality traits such as temperament, extraversion, introversion, and self-efficacy;
- physiological variables such as anxiety, health, well-being; and
- cognitive variables such as expectations, attitudes, intelligence, and thinking.

Connecting Bandura's reciprocal determinism model of social cognitive theory to learning appreciates that "learning occurs because people are aware of the consequences to their responses. They can and do think about what these consequences will be" (Allen, 2000, p. 302). Bandura (1977) argues that learning is difficult for humans when they are not

conscious of the link between behaviour and consequences. He further contends that the learning process itself is facilitated by awareness because "being aware makes people capable of fore-thought—anticipation of likely consequences of [future] actions" (Bandura, 1989, p. 27). This awareness frees people from the labour of trial and error learning (Bandura, 1999).

Another important contribution from Bandura's (1997, 2000b, 2004) social cognitive theory in relation to cognitive and social constructivist learning theory is his discussion regarding self-efficacy, a personal factor in the reciprocal determinism model. Self-efficacy is a belief concerning one's ability to engage in behaviour that successfully yields the desired outcome (Bandura, 1989, 1999). When a person's self-efficacy is high, that person has confidence that she or he can master a situation. Pajares (2003) argues that with the social cognitive perspective, and with self-efficacy as a prominent self-regulatory feature, individuals are proactive in their ability to control their "thoughts, feelings, and actions" (p. 139) as opposed to being "reactive and controlled by biological or environmental forces" (p. 139). He argues that an individual's beliefs of self-efficacy affect what students do by "influencing the choices they make, the effort they expend, the persistence and perseverance they exert when obstacles arise, and the thought patterns and emotional reactions they experience" (p. 140). Thus, an individual's efficacy, whether high or low, impacts on learning through influencing choices, effort, motivation, and emotions.

An individual develops self-efficacy through the interpretation of information from four primary sources (Pajares, 2002; Pajares & Valiante, 2006): one's public mastery or failure of performance of a task, which Pajares identified as the most influential; vicarious experiences observing others performing tasks, for example, peer-modelling; verbal

messages and social persuasions received from other individuals; and physiological states such as depression, stress, or anxiety. Bandura's construct of self-efficacy has achieved a prominent place in discussions in many educational areas, such as career choices (Dawes, Horan, & Hackett, 2000) and factors affecting student academic performance (DiPrete & Buchmann, 2006; Tschannen-Moran, Hoy, 2007) . However, it has also been misunderstood.

Cahill, Gallo, Lisman, and Weinstein (2006) conducted a study of self-efficacy and substance abuse, ultimately trivializing the concept of self-efficacy by relating it to a rudimentary skill of performing a task. Self-efficacy involves more than the simple mechanics of accomplishing a task. Self-efficacy involves belief; it is the "perceived self-regulatory capabilities to manage" (Bandura, 2007, p. 642). Self-efficacy is a belief in one's own ability to manage performance to achieve a desired outcome. The distinction is important.

This literature regarding the connection between cognitive and social learning theory and Bandura's social cognitive theory, the reciprocal determinism model, and self-efficacy was crucial to my case study as one of my research questions sought to understand the beliefs, considerations, and concerns of HD1 educators at DWC as they design and implement the constructivist orientation to curriculum and how it is affected by the religious, cultural, and social context of the United Arab Emirates. Further, I seek to understand the HD1 educators' beliefs about the nature of the relationship between teaching for standards via the graduation requirement, IELTS Academic, and the integrated, constructivist orientation to the curriculum endorsed by DWC. Clearly, the self-efficacy of HD1 educators in relation to their implementation of this curriculum, in this context, in addition to the wisdom acquired from being international educators, are important considerations for my

case study. In addition, while some supervisors are Emirati, given that all HD1 teachers and most of the supervisors at DWC are foreign, their beliefs about teaching, social cultural issues, and their third space status all have an impact on their self-efficacy and beliefs regarding teaching in an Islamic country to devout female students.

Given the influence of self-efficacy in social cognitive theory, its relationship with beliefs, and the importance of these concepts to my research, it is imperative that the term "belief" is clarified. Pajares (1992) argues that the beliefs educators hold influence their perceptions and judgments, which then affect classroom practice either positively or negatively, a discussion mirrored by several researchers (Ashton, 1990; Brand & Wilkins, 2007; Brookhart & Freeman, 1992, 1996; Pajares & Valiante, 2006; Palmer, 2006; Smolleck, Zembal-Saul, & Yoder, 2006). Although it is difficult to empirically study a broad concept such as teachers' beliefs, primarily because of multiple interpretations regarding the word belief, Pajares (1992) argues that if "specific beliefs are carefully operationalized, appropriate methodology chosen, and design thoughtfully constructed, their study becomes viable and rewarding" (p. 308). Pajares (1992) delineates a definition of belief and belief structures applicable to educators that he collated from several prominent researchers. Relevant excerpts from Pajares's (1992) discussion are:

1. Beliefs are acquired through cultural transmission (Abelson, 1979; Brown & Cooney, 1982; Eisenhart, Shrum, Harding, & Cuthbert, 1988; Peterman, 1991; Van Fleet, 1979).
2. Belief systems provide a basis for individuals to understand themselves and the world through the mechanism of adaptive processes (Abelson, 1979; Lewis, 1990; Nisbett & Ross, 1980).

3. "Knowledge and beliefs are inextricably intertwined, but the potent affective, evaluative, and episodic nature of beliefs makes them a filter through which new phenomena are interpreted" (Pajares, 1992, p. 325).
4. Beliefs are created from thought processes. But, because phenomena are filtered through beliefs, subsequent thought processes and information processing are screened, redefined, or distorted by belief systems (Abelson, 1979; Calderhead & Robson, 1991; Eraut, 1985; Goodman, 1988; Nespor, 1987; Schommer, 1990).
5. Beliefs about knowledge itself play a predominant role in how knowledge is scrutinized, construed, and constructed (Anderson, 1985; Kitchener, 1986; Nespor, 1987; Nisbett & Ross, 1980; Peterman, 1991; Posner, Strike, Hewson, & Gertzog, 1982; Schommer, 1990).
6. Educational beliefs have to be conceptualized in relation to their connections to each other and to an individual's attitudes and values (Kitchener, 1986; Nespor, 1987; Peterman, 1991).
7. Beliefs define tasks and determine the cognitive tools necessary to make decisions about the tasks. As such, beliefs determine behaviour. Beliefs are integral to the organization, acquisition, and use of knowledge and information (Abelson, 1979; Lewis, 1990; Nespor, 1987; Nisbett & Ross, 1980; Posner et al., 1982; Schommer, 1990).
8. Beliefs affect perception. They are unreliable channels for conceptualizing or understanding the nature of reality (Abelson, 1979; Bandura, 1986; Lewis, 1990; Nespor, 1987; Nisbett & Ross, 1980).

9. Beliefs strongly affect behaviour (Bandura, 1986; Brown & Cooney, 1982; Lewis, 1990; Nespor, 1987; Tabachnick & Zeichner, 1984).

These characterizations describing and defining belief assists in understanding the nature of international educators' comments and perceptions and directly relates to this study. It must be recognized that the data discuss international educators' perceptions and beliefs, as filtered through their role as international educators and their experiences away from their homes.

Paradigm Debates

Contemporary discussions regarding constructivist curriculum and instruction often focus on a paradigm war: instructional design is either objectivist or constructivist (Cronje, 2006). According to Jonassen (1991), "The two theories are generally described as polar extremes on a continuum from externally mediated reality (objectivism) to internally mediated reality (constructivism)" (p. 8). Further, "constructivism is completely incompatible with objectivism" (Bednar, Cunningham, Duffy, & Perry, 1992, p. 91). This opinion, and the classification that underscores the opinion, is problematic because it requires educators and curriculum designers to decide between the two extremes (Cook, 1993; Lebow, 1993; Phillips, 1995; von Glaserfeld, 1996), negating regard for learning contexts and programs that contain features of both approaches.

Cronje (2006) argues that this paradigm war has been protracted partially because the terms "objectivist epistemology" and "constructivist epistemology" are vaguely defined, a position mirrored by Terhart (2003) and by Jonassen (1991). For the purposes of this research, reference to objectivist epistemology incorporates the following set of world views as discussed by Cronje (2006). Objectivism epistemology views the world as a collection of

entities that can be categorized on the basis of commonality: Reality is a construct that can be "modeled and shared with others" (p. 390); symbols are representations of learning that are only meaningful "to the degree that they correspond to reality" (p. 390). The brain processes these symbols and human thought is a process of "symbol-manipulation [that] is independent of the human organism" (p. 390). Thus, meaning has an external, objective and independent existence from the human being. Constructivism epistemology views the world as constructed, cognitively, from our interactions, and this construction forms a collection of multiple realities modelled upon the way human beings construct their reality. Thus, symbols are "products of culture" (p. 390) that the human mind perceives, interprets and ultimately results in a construction of reality dependent "on the experience and understanding of the knower" (p. 390).

According to educational theorists (Cronje, 2006; Reeves & Harmon, 1994), differences between these two philosophies in terms of instruction and curriculum can be noted. Objectivism is an epistemology that endorses a standardized form of instruction to meet specific, sharply focused goals. The role of the educator is directive and didactic. Educational content is highly structured with minimal learner control. Student motivation is usually external (often in the form of standardized measures on testing instruments and grades), and the educational concern is focused on errorless learning. Constructivism is an epistemology that endorses a form of instruction geared toward students' construction of meaning from experience. The role of the educator is facilitative, with an emphasis on learning from the experience. Educational content is flexible, with an emphasis on experiential and collaborative approaches. Cultural sensitivity is necessary and student motivation is intrinsic.

Further, complicating the discussion of constructivist curriculum are the multiple forms of a constructivist model: radical constructivism, moderate or trivial constructivism, and pseudo-constructivism, all of which operate on a continuum with radical constructivism representing one end of the spectrum, pseudo-constructivism representing another, and moderate constructivism, also known as trivial constructivism, falling somewhere in the middle (Cronje, 2006). According to von Glasersfeld (1996), radical constructivism claims that knowledge emanates from internal, cognitive processes of the brain. This discussion appears to be influenced by Piaget's (1952) cognitive constructivist learning theory. Von Glasersfeld further argues that the process of learning is self-regulatory, and, because knowledge is a construct rather than a collection of acquired information, the degree that knowledge reflects reality of a specific individual is hard to understand. Moderate constructivism (von Glasersfeld, 1990) refers to the meaning-making process undertaken by the student through experiences generated and facilitated by the educator. For the purposes of this research, any reference to the constructivist curriculum as taught at DWC will refer to moderate constructivism as the theory that underpins the curriculum and curricular outcomes.

Moderate constructivism is a theory of learning (Unal & Akpinar, 2006) and, therefore, teaching. It claims that knowledge acquisition is an active, developmental process involving physical growth and social interaction (Altun & Büyükduman, 2007); thus, learners construct and interpret their own reality filtered through the lens of their consciousness and experience within the social existence. Inherent in constructivism is the belief that students' knowledge is a direct manifestation of their prior experiences, schemata (Piaget, 1952), and the mechanisms employed to decipher those experiences, assimilation, and accommodation (Piaget, 1952). Fox (2001) claimed that, "conceptual growth comes

from the negotiation of meaning, the sharing of multiple perspectives and the changing of our internal representations through collaborative learning" (as cited in Altun & Büyükduman, 2007, p. 31).

In terms of DWC's HD1 curriculum, it appears on the surface that the institutional outcomes mandated are both constructivist and objectivist in orientation. The curriculum design and teaching practice entail an approach that facilitates learners' construction of meaning (Henderson & Gornik, 2007). Curricular content and the direction of instruction are expected to be student-driven, experiential, and collaborative. Moreover, in constructivist-oriented curriculum, there exists an expectation for the incorporation of task-based, problem-focused, and critical thinking and reflection approaches to learning (Henderson & Gornik, 2007), all of which are endorsed in the HCT Learning Model (HCTAS, 2007). However, it is also objectivist in terms of the prescriptive conveyance of standards-based knowledge required for the IELTS preparation that all students in the HCT system are required to successfully pass. In this research, I seek to learn how this complexity plays out in curriculum design and implementation.

Constructivism—A Western Learning Theory?

With educational globalization, there is a concern about the transference of "Western" theories (Bleakley, Brice, & Bligh, 2008; Garson, 2005, Halbach, 2002; Hoppers, 2009; Richardson, 2004) and practices with "embedded Western values into foreign countries" (Garson, 2005, p. 322). This debate extends across educational disciplines, methodological approaches, and geographical boundaries. According to Halbach (2002), "exporting methodologies" (p. 243) is problematic because this "ignores the importance of personal and cultural factors in learning" (p. 243). Due to recognition of different belief and value

systems, this is a valid concern. However, several theorists (Grange, 2004; Kalupahana, 1986; Kamis & Muhammad, 2007; Merriam, 2007; Sim, 2009; Sun, 2009) have made connections between elements of constructivism and various international philosophies and religious tenets. As this study speaks to constructivist learning theory in relation to an international context, this connection is relevant to this study.

The term "Western" describes Constructivist Learning Theory and related curriculum (Clarke & Otaky, 2006; Grange, 2004; Richardson, 2004), but concepts such as lifelong learning, reflection, critical thinking, and experiential learning inherent in the constructivist curricular model, connect to other, non-Western philosophies, ways of knowing, and religious traditions. Kalupahana (1986) has written about the comparisons between Buddhism and the epistemology of William James, and Ames (2003), Cheng (2005), Chinn (2006), Grange (2004), Kee (2007), Sim (2009), and Sun (2008) have written comparing the ideas of Dewey and Confucius. Kamis and Muhammad (2007), Hague (2004), Cook (1999), and Albertini (2003, 2005) have discussed Islam's mandate for lifelong learning and learning through experience. The ancient learning philosophy described by Al Ghazzali in *Kitab* (translated by Faris & Ashraf, 2003) speaks of both of these concepts in addition to endorsing respect for teachers because they have acquired vast knowledge through varied experiences. These comparisons have been critiqued in terms of the theories and ideas being absolutely interconnected, divergences between the theorists exist. For example, Sim (2009) discusses Dewey's and Confucius's philosophies:

> There are definite affinities between these thinkers' emphasis on the social ... but there are also drastic differences that surround their visions. ... These differences

> pose a challenge to the wholesale appropriation of Dewey's democracy and his education for democracy for Confucius and Confucian societies. (p. 98)

Caution in this regard is warranted. I do not advocate that these thinkers, religions, and philosophers offer an absolute comparison in terms of ideas and belief systems. But, I do believe that thinking about their visions of knowledge opens the door for exploring commonalities as well as differences in discussions regarding construction of knowledge, educational theories, and the educational context, which is relevant for discussions of education in our globalized world.

Dewey believes that individuals are social beings and schooling is integral to our learning process. "Dewey holds that multiple social relations are prerequisite to human development" (Sim, 2009, p. 85). Confucius as well emphasized the salience of social relations. "Human life is never simply individual, in the Confucian view" (Sim, 2009, p. 85). In Confucianism, a being is always a member in a complex web of social relations and defined roles within those relations (Cheng, 2005; Sim, 2009). These ideas connect very closely Vygotsky's discussion of Social Constructivism.

Dewey believes that in learning, thinking, and believing are inherent in experiencing and are both the product and process of interacting with the world. As Dewey (1938) states,

> Experience ... includes what men do and suffer, what they strive for, love, believe and endure, and also how men act and are acted upon, the ways in which they do and suffer, desire and enjoy, see, believe, imagine—the processes of experiencing. (p. 18)

For Dewey, in learning experience is a continual interaction with humanity, and the elements of our environment. He believed that there was no conscious experience devoid of inference. Inference is the process of guiding behaviour within the experience itself.

Confucianism endorses the belief that all in society should be educated and supports a learner-centred epistemology (Kee, 2007; Sim, 2009). Kee (2007) states that in Confucianism, adult learning "cannot be separated from one's daily experience. True learning is being constructed by learners through the inner self interacting with nature" (p. 156). Chinn (2006) notes that adult learning must entail both experience and reflection, concepts that also are inherent in the religious faith of Buddhism (Chinn, 2006).

Islam and Islamic philosophy have learning virtues that connect to constructivist theory, particularly the concept of lifelong learning. The Holy Qur'an is the holy book of Islam and is believed by Muslims to be the word of God (Kamis & Muhammad, 2007). The *Sahih Al-Bukhari* is a collection of compilations in the *Hadith*, a book of sayings and deeds of the prophet Muhammad, God's earthly messenger. Both texts exhort the high status of knowledge and the duty of every individual to learn "all there is to know" (Albertini, 2003, p. 457). According to Kamis and Muhammad (2007), "In Islam, a person is never too unintelligent to seek knowledge nor too old to embark on the journey of learning" (p. 24). As well, knowledge is meant to be shared; thus, an obligation in Islam is to share knowledge (Cook, 1999; Holy Qur'an, 3:184).

Al Ghazzali is a prolific Islamic thinker who wrote the *Kitab al-Ilm* (Book of Knowledge) in the 11th century. According to a translation by Faris and Ashraf (2003), the quest for knowledge and learning "should be a lifelong endeavour as well as humanities truest accomplishment" (p. 33). According to the Kitab al-Ilm, as translated by Faris and Ashraf (2003), three principles exhorted in the Book of Knowledge exemplify this ideal: a cradle to grave ethos, borderless learning, and acquisition of knowledge for both genders. This means that according to this early Islamic philosopher, learning should be a lifelong

quest for knowledge that is shared and to the benefit of society. The quest for learning should continue regardless of war or crisis. One should seek learning opportunities from wherever they may be. As well, both women and men are obligated to seek learning and knowledge. It appears that the religion and philosophy of the Islamic world connect to some principles of constructivist learning, Dewey's and Confucius's discussion of the experiential and social nature of learning, and learning for all.

Although Constructivist Learning Theory has specific theorists (e.g., James, Piaget, Vygotsky, Case, and Dewey), some of the concepts of constructivism relate to non-Western theory, philosophy and religion. Perhaps, the concern about "Western" theory and embedded "Western" values" (Garson, 2005, Richardson, 2004) being implemented in international contexts can be better understood as exploring connections between theory, Western or non-Western, and understanding the specific context where multiple theories are transformed into practice.

Summary of Constructivism

To sum up the discussion of cognitive and social constructivist theory, its relationship with social and cognitive theory (Bandura, 1986), experiential learning, the paradigm debates, Constructivism and non-Western beliefs, and my case study, I sought to learn how these theoretical conceptions play out in HD1 curriculum at DWC. DWC holds a constructivist approach to the HCT Learning Model (HCTAS, 2007) and curriculum, but how do the instructors develop and implement this theoretical conception in this quite unique context? This is particularly relevant given the current debate in the literature regarding the implementation of the label "Western" constructivist concepts in curriculum in international contexts.

Adult Learning Theory

Knowles's (1984) work in adult education has focused on the factors that distinguish pedagogy, principles of teaching children, from "andragogy," the "art and science of helping adults learn" (Knowles, 1970, p. 39). In this endeavour, Knowles (1984) identifies five assumptions about the characteristics of adult learners that differ from child learners: self-concept, experience, readiness to learn, orientation to learning, and motivation to learn.

Knowles argues that as people mature their self-concept shifts from being dependent to being self-directed, an assumption Mezirow (1981) endorsed in his redefinition of andragogy: "An organized and sustained effort to assist adults to learn in a way that enhances their capability to function as self-directed learners" (p. 137). Thus, curricula designed for adults place importance on the concept of fostering self-directed learning.

According to Knowles (1984), adult learners accumulate experience as they mature, which provides a reservoir of knowledge and a resource for learning. This assumption, while valid, is a matter of degree and kind. The amount, form, exposure, and character of experience an adult learner accumulates are inherently tied to the cultural background of the learner and the learning context (Alfred, 2003; Antikainen & Kauppila, 2002; Garson, 2005; Richardson, 2004). The reservoir of experience of a typical, female Arab learner in an international context is quite different from the reservoir of experience of a typical, female learning in Canada; this is particularly true in education (Gardner 1995; Garson, 2005; Godwin, 2006; Harb & El-Shaarawi, 2007; Richardson, 2004). While this difference in experience does not negate the assumption of experience, it does add a layer of complexity to understanding this assumption that directly pertains to this study.

Knowles (1984) argues that readiness is oriented toward the developmental tasks and social roles of the adult learner. Again, this assumption as well must be understood in its cultural context. The developmental tasks and social roles of adult learners in higher education in international contexts, particularly Arab contexts (Godwin, 2006; Macpherson et al., 2007; Muysken & Nour, 2002; Nashif, 2000; Rababah, 2003) are diverse, continually evolving, and may be very different than in typical Western contexts. It is imperative that adult educators in international contexts appreciate the variability of this assumption in understanding their adult students. This assumption also adds a layer of complexity to this case study.

As adults mature, Knowles (1984) argues that their orientation to learning shifts from a subject-centred focus to a problem-centred focus. This has profound curricular implications because it connects with discussions regarding what constitutes appropriate learning for adults. Clearly, this particular assumption connects with elements of constructivist curriculum that support task-based learning, problem-based learning, critical thinking, reflection, and various aspects of a constructivist curriculum (Henderson & Gornik, 2007), all of which pertain to this research study.

Motivation to learn for an adult learner differs from that of children. Children attend school because parents are legally required to provide education for their children. While some children may also experience more or less internal motivation to learn, the assumption with pedagogy is that motivation is external (Brown, 2006). Adults who enter an educational facility do so because their "motivation to learn is internal" (Knowles, 1984, p. 12). Again, motivation to learn is inherently tied to culture and context, which directly pertain to this case study.

In adult learning theory, three aspects form cornerstones of consideration: the learner, the learning process, and the learning context (Brown, 2006). The learner is central in that the self-concept of being self-directed is integral, and the learner's motivation is internally based, rather than externally based. The learning process is integral as there is a shift from a subject-centred focus to a problem-centred focus. As well, the learning context is integral because experience, readiness to learn, and motivation are tied to cultural context (Schwab, 1983).

Although there is little literature regarding Arab adult learners' attitudes toward adult learning theory, Clarke and Otaky (2006), discuss their perceptions regarding adult learning theory and Emirati female Bachelor of Education students. They state that Emirati students are "wholeheartedly embracing" (p. 111) concepts related to adult learning theory. Further, Brown's (2006) premise of the three cornerstones of adult learning theory is mirrored in Stapleton's (2002) research study of Japanese undergraduate students in an ESL writing class. Contrary to stereotypical constructions which characterize Asian students as passive learners, "lacking individual voice" (Littlewood, 2000, p. 250), both Stapleton (2002) and Litttlewood (2002) reported that the participating students attitudinally desired education that conforms to adult learning theory. "Asian students do not, in fact, wish to be spoonfed with facts from an all-knowing 'fount of knowledge.' They want to explore knowledge themselves and find their own answers" (Littlewood, 2000, p. 34). These studies were crucial as background for my case study because of the argument that adult learning theory concepts are Western in orientation and therefore not appropriate for use in a collectivist culture such as the UAE (Richardson, 2004). However, all of these studies demonstrate positive effects of using adult learning theory with international students in three different

geographical contexts: the UAE, Japan, and South Korea. However, what happens if adult learning theory and transformative learning theory are used in an Arab context?

Transformative Learning Theory

Transformative learning theory is closely connected to andragogy; Mezirow (2000) defines transformative learning theory as learning that

> can explain how adult learners make sense or meaning of their experiences, the nature of the structures that influence the way they construe experience, the dynamics involved in modifying meanings, and the way the structures of meanings themselves undergo changes when learners find them to be dysfunctional. (p. xii)

In essence, it is learning that transforms core values, patterns of thought, frames of reference, or beliefs when they are found to be inappropriate or unacceptable in a given situation, with the ultimate goal being autonomy of thought (Mezirow, 2000). In transformative learning theory, change is integral; change in the manner with which people perceive themselves, and change in the attempts people make in order to explain, develop, or understand their assumptions, expectations, ideas, beliefs, frames of reference, and habits of mind (Mezirow, 2000). Mezirow (1998) notes that transformative learning theory contains two key aspects of transformation of a person's Frame of Reference: individually held perspectives and habits of mind. Kegan (2000) expanded transformations in frame of reference to include transformations in the socialized mind, self-authoring mind, and self-transforming mind. The logical question is: How do adult educators facilitate these transformative changes through curriculum? According to Brown, (2006), Cranton (2002), Brookfield (2008), and Henderson and Gornik (2007), critical reflection on the part of the adult learner is a strategy to facilitate transformative learning and should be an aspect of curriculum in adult education.

Critical reflection, according to Brookfield (1995), focuses on three interrelated processes. First, the adult learner engages in a process of questioning and reframing an assumption that has been personally accepted as representing "commonsense wisdom" (p. 2). Second, the adult learner then examines alternative perspectives and applies these alternative perspectives to personally held ideas, actions, and ideologies. Third, the adult reflects and comes to realize "the hegemonic aspects of dominant cultural values" (p. 2). Mezirow (2000) explains that this is a process of transformation that the adult learner goes through via critical reflection, with the result being a transformation in individually held perspectives and in habits of mind.

Mezirow (2003) and Schugurensky (2002) point out that transformative learning hinges on critical reflection on habits of mind. However, theorists (Cranton, 1994, 2000; Taylor, 2007) believe that critical reflection is granted too much status in the facilitation of transformative learning. Yorks and Kasl (2002) note that transformative learning is an intuitive and emotional process. Gunnlaugson (2007) acknowledges the intuitive and emotional roles in transformative learning, but also queries how to "advance modes of discourse that draw on a broader spectrum of multiple ways of knowing, including critical reflection" (p. 138). Gunnlaugson advocates for "generative dialogue as a method and practice of conversation that can support and serve as a catalyst" (p. 139) for transformative learning. Generative dialogue is a process that frames the movement of discussion through phases: conventional dialogue (talking nice); debate (talking tough); reflective inquiry (reflective dialogue); "toward the cocreative engagement in the final field of generative dialogue" (p. 138). Generative dialogue involves slowing down the discussion, collapsing closely held boundaries, and, importantly, "listening from one's future Self" (p. 140) and

involves contemplation to move beyond reflection, which is based on thinking of past experiences.

Brown (2006) found in her andragogical study of 40 graduate students in education that the implementation of the transformative instructional strategy of critical reflection resulted in increased students' perceived "awareness of self" (p. 720). Quantitative methods were employed to ascertain the effects of transformative strategies on pre-service leaders' attitudes regarding issues of diversity in education. Qualitative methods were employed to uncover the effects of transformative strategies on participants' personal beliefs and discussions of educational practices. These students in this mixed-methods study perceived the value of this strategy as "perspective shifting and life changing" (pp. 720-721). In addition to the process being considered life-changing, it was also found to be "physically and emotionally" (p. 721) exhausting because it forced students out of their comfort zones and into difficult, thought-provoking, and frightening terrain. Findings also indicated that students grew in awareness of who they were, and who they wanted to be in the future, particularly in relation to their professional aspirations. Brown reported that "through reflection many of the participants became more critically conscious of oppressive practices and their responsibilities [as educators] to change them" (p. 722). These findings on the use of transformative strategies are consistent with those by other theorists (Asgharzadeh, 2008; Clarke & Otaky, 2006) in the discipline of international education.

Merriam and Ntseane (2008) describe transformative learning theory's use in international contexts, with different cultural values as it privileges Western values of individualism and autonomy. Mezirow (2000) asserts that "frames of reference often represent cultural paradigms (collectively held frames of reference—learning that is

unintentionally assimilated from culture" (p. 19). Merriam and Ntseane believe that current studies of transformation learning theory conducted in Western contexts have focused on delineating the process of transformation and the nature of the change. Merriam and Ntseane and also Taylor (2003, 2007) identify that many questions remain to be answered with transformative learning theory, particularly in relation to "the role of context; the nature of catalysts of transformative learning; the importance of emotion and spirituality, and relationships in the process" (Merriam & Ntseane, 2008, p. 184). While Merriam and Ntseane and Taylor (2003, 2007) do not dismiss transformative learning theory in an international context, they believe that "the role of culture ... and transformative learning continues to be poorly understood" (Taylor, 2007, p. 178).

Specifically, Merriam and Ntseane's (2008) study of transformative learning theory in Botswana sought to explore how the cultural context shaped the process of transformational learning for participants. Their findings reveal three culturally relevant factors specific to this context as salient to the process of transformation: spirituality and the metaphysical world; community responsibilities and relationships; and gender roles. They assert that

> Cultural values shape the choice of assumptions to examine and the new perspectives and subsequent behaviours to engage in calls into question some aspects of Mezirow's theory. For example, the outcome of transformational learning is assumed to be increased autonomy and individual empowerment ... greater self-directedness, assertiveness, self-confidence ... found in Mezirow's (2000) interpretation of transformative learning. (p. 196)

However, participants in this study reveal that they are more aware of their "interdependent positionality rather than [becoming] more discriminating and autonomous" (p. 196).

Ultimately, Merriam and Ntseane assert that more research is needed that questions these assumed cultural values of individualism and autonomy as goals of transformative learning. I agree with Taylor (2003, 2007) and with Merriam and Ntseane that exploring the nature of spiritual and intellectual meaning making through transformative learning theory will shape our understanding of the role of cultural values and transformational learning theory.

Discussions of transformative learning theory, adult education, and culture directly pertain to this research study as these aspects are integral to constructivist curriculum (Henderson & Gornik, 2007), are graduate outcomes of the HCT Learning Model (HCTAS, 2007) that governs DWC's curriculum, and the locus of this study was a Non-Western context. Thus, it forms a key element of my case study that will in the future, contribute to knowledge in international education in relation to transformative learning theory in practice in an Arab context.

Curriculum Educational Approaches

The following section discusses literature regarding curricular approaches that are relevant to this case study. First, a discussion of task-based and problem-focused learning curriculum and learning are discussed in terms of their distinguishing features, merit, and criticism. Second, both strategies are discussed in relation to an English language educational environment. Then, this section discusses literature regarding English proficiency assessments.

Task-based, Problem-Focused Curriculum and Learning

Task-based and problem-focused learning are features of constructivist curriculum (Henderson & Gornik, 2007), and are specific graduate outcomes endorsed by DWC. The differences between task-based learning (TBL) and problem-focused learning (PFL) are often

obfuscated, as both are commonly used interchangeably (Harden & Laidlaw, 1996). Both theories evolved from andragogy, or adult learning theory (Knowles, 1970; Mezirow, 2003). However, both TBL and PFL have their own unique features, merits, and possibilities in relation to effective, progressive andragogy. PFL results from working towards the understanding or resolution of a problem (Barrows, 1986; Barrows & Tamblyn, 1980; Schmidt, 1983; Walton & Matthews, 1989); critical analysis of the problem and potential resolutions and critical reflection are central elements of PFL. In PFL, students in either group work or individual work tackle a simulation of a problem, consider potential outcomes, and develop their approach for a resolution of the problem.

Task-based learning (TBL) is a strategy that focuses on the completion of a specific task or tasks as the core element in curriculum. In TBL, the focus for the learners is not a simulation of a problem, but an actual task that is grounded in the reality of their learning discipline (Harden & Laidlaw, 1996) and performed in the target language, which drives the language acquisition process (Ellis, 2006; Nunan, 2004; Richards, 2001; Van den Branden, 2006). A sample curricular task at DWC that incorporates all four course content areas of Business, IT, Math, and English is to create and operate a small business enterprise and conduct all aspects of the task in English. In TBL, the learning is built round the task; therefore, curriculum would focus on the aspects the students learn from all the activities related to performing the task, such as accounting, advertising, and website design. All of these must be accomplished in the English language. As well, the curriculum includes metacognitive activities, designed as reflection exercises that encourage students to think about what they have learned from the task and how they have learned through the task-completion process. TBL results from the process of understanding the concepts and

mechanisms underlying the task and the learning achieved from performing the task in English (Edwards & Willis, 2005; Ellis, 2006; Richards, 2001; Willis, 1996). According to Ellis (2006), TBL recognizes the need to know not only how to do something, but also the principles underlying the required action for completion of the task. It involves the development of competencies relating to the task, such as working collaboratively, effective communication skills, leadership, time management, and the process of sequencing responsibilities to accomplish an objective.

In a case study using a TBL approach for medical students, Harden and Laidlaw (1996) found that, ideally, the acquired learning is transferable from the original context of the task, the classroom context, to another context where the principles, knowledge, and skills can be applied, such as in the real-world environment. In the era of focus on authenticity of learning, literature supporting TBL approaches centre on the applied or active learning aspect, as well as focusing on the link between classroom-based learning and the translation of that learning to life outside the classroom (Ellis, 2006; Nunan, 2004). However, a question remains: What is the role of assessment in a TBL curriculum?

To Assess or Not to Assess, and How?

The difficulty with TBL and with constructivist curriculum generally, rests with assessment (Edwards & Willis, 2005; Ellis, 2003; Zane, 2009). How does one assess students' meaning-making from the task? For the purposes of this study I have drawn from literature directly pertaining to English language literature regarding assessment and discussions concerning tensions between teaching for standards and relevance.

According to Ellis (2003) the three main TBL assessment paradigms are: psychometric tradition, integrative language testing, and communicative language testing.

Psychometric testing is characterized by delineations of discrete elements (grammar, listening skill, reading skill, and writing skill) and closed-form questions with specific answers, objective scoring computation, and statistical analysis of results in an effort for ensuring reliability and validity. Ellis (2003) identifies that the IELTS and TOEFL (Test of English as a Foreign Language) tests are examples of common psychometric tests, which is a form of assessment commonly criticised (Altun & Büyükduman, 2007; Ellis, 2003; Gipps, 1994; Zane, 2009). Critique focusses on

> The emphasis on relative ranking rather than actual accomplishment; the privileging of easily quantifiable displays of skills and knowledge; the assumption that individual performances rather than collaborative forms of cognition, are the most powerful indicators of educational progress; the notion that evaluating educational progress is a matter of scientific measurement. (Gipps, 1994, p. 14)

Common criticisms regarding standardized, psychometric, English language proficiency tests, such as IELTS, focus on bias in relation to dominating English language norms that constitute proficiency of use (Bartsch, 1988; Davies, 1999, 2003). This contrasts with the polarized view from Coppieters (1987) and Birdsong (1992) who state that empirical evidence has not been adequately presented to substantiate criticisms. However, Nelson (1995) and Buttaro (2002) condemn the notion that a particular form of English is correct and that an international, standardized test can effectively assess correct or incorrect English. Davidson (1994) states

> Several large English tests hold sway world-wide; tests which are clear agents of the English variety of the nation where they are produced. These tests maintain their

> agency through statistical epistemology of norm-referenced measurement of language proficiency, [which is] a very difficult beast to assail. (pp. 119- 120)

Although arguments regarding English language norms will likely prevail, and regardless of evidence regarding testing instruments' ability to reliably assess English language proficiency, the fact remains that high-stakes, standardized testing instruments such as IELTS Academic, and the American equivalent TOEFL (Test of English as a Foreign Language), are internationally recognized, and institutionally accepted measurements of English language proficiency. Thus, higher education programs that require this form of measurement of English proficiency often incorporate language norms and preparation activities that teach to the testing instrument in the curriculum.

Further complicating the issue of English proficiency and curriculum is the opinion that constructivist curriculum should preclude standardized testing instruments. According to Altun and Büyükduman (2007), "standard paper-and-pencil tests [typical of standards-based instruction] should be avoided in constructivist instructional design" (p. 31). Their opinion in this regard is in contrast with the IELTS assessment that is the mandated graduation requirement at DWC because IELTS is a standardized testing instrument. At least superficially, there appear to be competing interests between the IELTS requirement and the constructivist curriculum endorsed by DWC.

The second assessment paradigm is integrative language tests, which are similar in nature to psychometric tests in terms of emphasizing objectivity and statistical analysis for reliability and validity (Ellis, 2003). Rather than considering competency in discrete skill areas, they focus on assessing language as a unitary construct (Ellis, 2003). Oller (1979) states that integrative language tests are holistic in nature and test whole language skills

rather than discrete language elements. Integrative language tests are critiqued both conceptually and empirically. Ellis (2003) argues the correlation between the learner's use of the language skills and language skills in context is "not clearly specified" (p. 281). Further, empirically, Oller's factor analysis has been labelled "inconclusive" (Ellis, 2003, p. 281) or found to be faulty (Hughes & Porter, 1983).

The Communicative Language testing movement rejects prominence of using statistical measures to determine assessment reliability and validity (Fulcher, 2000; Morrow, 1979). Ellis (2003) asserts the "centrality of the human subject of the test" (p. 282) and considers the face validity of the test, or perceived appropriateness of the test to stakeholders, as essential. Communicative language testing assesses by virtue of the ability to perform and complete the target task, rather than the specific linguistic elements. In effect, communicative language assessment lays the groundwork for performance assessment of language in that the emphasis rests with communicating the message. However, communicative language assessment has been critiqued for lack of recognition of measures of reliability and validity, other than face validity and lack of recognition of construct validity. Weir (1988) emphasized the need for communicative testing to address "construct, content, face and washback validities of tests" as well as "statistical attributes and prognostic value" (p. 96), a premise backed by Bachman (1990) and Bachman and Palmer (1996).

Fulcher (2000) asserts that communicative language tests must contain three aspects: performance, authenticity, and scored on real-life outcomes. This means that a communicative test should involve performance of an activity that matches criterion performance as closely as possible, including performance of tasks. Test tasks and target-language use tasks should be aligned. As well, the student taking the test should be able to

discern the communicative purpose of the task and be able to respond suitably. The real criterion of successful completion of the test should be whether or not the student was able to complete the task by realizing an acceptable outcome.

Altun and Büyükduman (2007) argue that assessment should be process oriented rather than product oriented, and should incorporate collaborative strategies. They argue for assessment strategies based on multiple drafts such as learning journals, reflection, and portfolios. These forms of assessment have been criticized for their inherent subjective quality (Pitts, Cole, Tomas, & Smith, 2001). Fernsten and Fernsten (2005) and Herberg (2005) argue that assessments such as portfolios, with specifically identified and achievable criteria that are clearly articulated in the rubric, effectively address the criticism regarding the subjectivity and interpretive quality of this assessment strategy. Actually, it can be argued that any form of English language assessment contains a subjective quality, particularly in relation to the design of the assessment question and acceptable answers.

Moving from discussions pertaining to ESL assessment toward a discussion of constructivist and assessment, the literature speaks to tensions for educators. Constructivist curriculum supports the meaning-making processes and encourages collaborative learning, critical thinking, and problem-solving, with the argument being that this approach to curriculum achieves "meaningful" and "relevant" (Drake, 2007; Henderson & Gornik, 2007) learning for the student. However, how can meaningful learning and meaning-making be assessed and effectively accounted for? Stakeholders such as government officials, administrators, and politicians argue for accountability in education (Walker et al., 2000). According to Henderson and Gornik (2007), standardized test performances in education offer a form of accountability of student learning acceptable to stakeholders because

achievement can be assessed quantitatively. However, educators and curriculum developers argue that numbers on a standardized test do not ensure that meaningful, relevant, and transferable learning has been achieved because this form of learning cannot be assessed through standardized test performances (Drake, 2007; Henderson & Gornik, 2007; Robinson, 2000). Hence, tension exists between proponents of curriculum for standardized test performances and curriculum for constructivist learning, which manifests in profound effects on both educators and students.

According to Drake and Burns (2004), these tensions are between seemingly irreconcilable positions, which they characterize as "accountability [standards] versus relevance [meaningful learning]" (p. 54). This tension results in educators being forced to choose an either/or teaching frame of mind and practice, which results in educators feeling overwhelmed at the prospect of trying to figure out what to teach or how to teach (Kauffman, Johnson, Kardos, Lui, & Peske, 2002). Educators who advocate for the curricular emphasis of teaching for standards and accountability argue that this systemizing of curriculum supports and provides guidance to teachers by providing them with prescribed lesson objectives, prescribed resources, and prescribed assessment strategies (Schmoker & Marzano, 1999). Educators who disagree with the curricular emphasis of teaching for standards and accountability argue that detailed prescription of curriculum and teaching practice for the objective of high-stakes test achievement, in addition to sustained scrutiny of teaching methods, constrain and handcuff teachers who believe they are in the best position to decide and respond to students' diverse educational needs (McNeil, 2000). This eventually results in "compromising the intrinsic rewards of teaching" (Kauffman et al., 2002, p. 274).

Reviewing the literature concerning curriculum and assessment reveals another salient concern. Complicating the issue of assessment is the tension regarding curriculum dual emphases of teaching for accountability standards and teaching for meaning or relevance. Elmore (1999) observed that the "black box is open and what teachers teach and students learn is increasingly a matter of public scrutiny and debate, subject to direct measurement and inspection" (p. 16). Public pressure exists in many contexts regarding a demand for translating educational practice in a form that the public can understand: grades, statistics, and measurable standards. Educators who desire to create meaningful learning opportunities, which are not necessarily measurable, may encounter tension as teaching effectiveness is often viewed through accountability standards (Baines & Stanley, 2006; Drake, 2007; Elmore, 1999; Kauffman et al., 2002). Thus, ontologically, philosophically, and epistemologically, educators encountering this tension between seemingly competing educational objectives find themselves "lost at sea" (Kauffman et al. 2002, p. 273). These educators are in flux regarding: priority of educational outcomes of their teaching practices; methods and strategies for use for their teaching practices; and confusion regarding the impact of this tension on their careers.

For students, tension between curriculum emphases results in students potentially receiving ineffective teaching strategies such as "teaching to the test" (Drake, 2007, p. 2), over teacher supported learning strategies such as collaborative learning, critical thinking, problem solving, task-based learning, or teaching that considers students' multiple intelligences (Gardner, 1983, 1993, 1999) and diverse learning styles. According to several theorists in the discipline of education (Baines & Stanley, 2006; Bishop, 1998; Drake, 2007; Thompson, 2001), high-stakes, standardized instruction is considered ineffective primarily

because it results in teaching content for short-term memory and performance, which results in information that is soon forgotten with little genuine understanding of the material. However, incoherence in curricular outcomes, or lack of alignment across regions and schools in terms of the quality, learning achievement, knowledge acquisition, or nature of learning and curriculum of a program, result in vast divergences across regions, levels, and learners (Baines & Stanley, 2006) to the detriment of students' future potentials. According to Konrad, Walker, Fowler, Test, and Wood (2008), alignment in curriculum requires a curricular model for teachers to use to guide instruction for the benefit of both students and teachers.

As this case study explores the design and implementation of curriculum that must address the IELTS English proficiency exam as a graduation requirement, and the constructivist approach to curriculum in context, the potential exists to identify the tensions which can inform educational theory and practice.

Sociological Theory of Education

Sociology of education is a discipline concerned with schooling as a function of society (Angell, 1928). As a function of society, education debates regarding power, access, the form and nature of knowledge constructs, and questions regarding "whose knowledge, for whom" (Ballantine & Hammack, 2009, p. 35) are inherent.

The father of sociology of education, and the theorist who pioneered the functional approach to education is Emile Durkheim. Durkheim (1956) was concerned with societies' institutions, such as schools, and social cohesion, particularly as societies move from tradition to modernity. This led Durkheim to consider: "With the transition from traditional to modern societies, what provides for the social regularity of modern life?" (as cited in

Davies & Guppy. 2010, p. 20). Durkheim (1956, 1977) believes education provided the mechanism for moral and socialized regularity of modern life: changes in society mirror corresponding changes in education, which then reciprocates. Schools, then, play an active role in the process of social change through socialization of students. Durkheim (1956, 1977) also believes that important areas of research are: the social functions of education, the relationship of education to social change, and cross-cultural research into schooling.

Structural Functionalist Theory

The father of functionalist theory of education is Durkheim (1956, 1977). Contemporary discussions of functionalist theory declare that each part of a society's system—education, religion, economics, and politics—has a vital, interdependent and contributing role in a functioning society (Ballantine & Hammack, 2009). According to Parsons (1937) the central function of education is to impart the knowledge and the behaviourial norms necessary to maintain order in society. The socialization process of education works to unify groups to work toward common goals, which keeps society from "disintegrating" (Cookson & Sadovnik, 2002, p. 267). In schools, learners develop their social skills, learn appropriate social behaviour, and socially acceptable values for the larger society. Thus, "schools are an important training ground ... for the transmission of moral and occupational education, discipline and the values as necessary for the survival of society" (Ballantine & Hammack, 2009, p. 16).

This premise has led to several critiques about the functional approach and the role of education in society. One criticism is that this approach does not deal with "content" in the educational system (Karabel & Halsey, 1977, p. 11): What is taught, how, and by whom, for what defined outcome? Ballantine and Hammack (2009) edify this critique: "Individuals do

not perform roles only within the structure; they create and modify the roles and dynamics not focused on by functional studies" (p. 16). They further assert that functionalist theory assumes that change occurs as a slow, deliberate, and nondisruptive evolution, which depends on the circumstances and is hardly absolute, and certainly not representative of change in all societies. As well, functionalist theory views schools as supporting the interest of dominant groups, which is not necessarily equitable (Ballantine & Hammack, 2009; Davies & Guppy, 2010; Hurn, 1993).

Some of these critiques relate to an analysis of the role of education in society. Giroux (1981, 1983, 2010), Stevens (2007), Stuber (2009), Stevens, Armstrong, and Arum (2008), Robbins (2009), Apple (1979, 2004), Liston (1986), and McLaren (1989, 1994) assert that school as a political entity, and particularly curriculum, functions to reproduce the class structure and hegemony found in workplaces.

> The hidden curriculum deals with the tacit ways in which knowledge and behaviour get constructed, outside the usual course materials and formally scheduled lessons. It is part of the bureaucratic and managerial "press" of the school—the combined forces by which students are induced to comply with the dominant ideologies and social practices related to authority, behaviour and morality. (McLaren, 1994, p. 191)

While these critiques have merit, education and the functional role of schooling can be used as a mechanism of empowerment and promotion of change (Freire, 1970).

Empowerment Theory

The value of constructivist curriculum is that it provides students with empowerment over their learning process. This concept is particularly relevant to this study due to the ideologies in this traditional society such as the "you teach and I learn" philosophy that

pervades in this educational milieu (Mustafa, 2002; Richardson, 2004), as well as the sociocultural restrictions Emirati women encounter. It is generally accepted among theorists that empowerment theory places an emphasis on the perception of power (Zimmerman, 1995) held by the individual. For the purposes of this research, the definition presented by Gutierrez (1995) which refers to empowerment as "the process of increasing personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their situations" (p. 29), within prescribed religious boundaries, is a definition that is appropriate to the context.

Freire's (1970) educational theory forms the core of empowerment theory. He claims that education does not rest solely with teaching vocabulary in the same way that "literacy is not about syllabification" (Freire, 1970, as cited in Shor & Freire, 1987, p. 66). By this, Freire means that teaching literacy means more than merely teaching students about syllabi or word choice; teaching literacy should be about "discussing the national realities with all its difficulties ... of raising the issue of the people's political participation in the reinvention of society" (p. 66). Freire endorsed the use of real-world experiences in curricula as a means of extending currencies of thought beyond acceptance of the status quo.

Freire (1970, 1994) believed that education is a political institution designed to create and share knowledge. Freire believed that people acquire knowledge from different experiences, particularly adult learners. As well, Freire endorses a change in the teachers "role" in the classroom from one of presenting "expert" knowledge into the vacuous minds of the "ignorant" learner, which is what Freire called "banking" (1970, p. 72), to a paradigm presenting educational opportunities requiring dialogue related to problem-posing exercises. Further, Freire's concept of critical consciousness involves a mode of thought that is marked

by analysis and interpretation of issues, self-confidence to articulate ideas in discussion, receptiveness toward alternative ideas, and a refusal to shirk or transfer responsibility (Freire, 1994). According to Freire (1970, 1973), critical consciousness marks the ideal outcome of a critical, liberatory education, an element of the constructivist orientation to curriculum.

The important question of how to mediate between respect for culture, support for transformation, and educating for empowerment becomes an issue in this discussion. Bell (1997) discusses how hegemonic practice is maintained through "discourse, which includes ideas, texts, theories, and language" (p. 11) embedded in networks of control. Foucault (1980) referred to these networks as "regimes of truth."

Regimes of truth that may be embedded in culture legitimates discourse to authorize the voices of some in a position of power, and also sanctions what discourse is true and valued (Egbo, 2009; Kreisberg, 1992) in society. However, how can education facilitate for students' empowerment and legitimize their voice in international contexts if prevailing regimes of truth are embedded in culture? According to Adams and Marchesani (1997) it is important for education to raise awareness though helping students "identify their own social identities and experiences" (p. 263) and the relationship between these differences are regarded in mainstream culture. They believe that awareness leads to recognition which allows students to view their social world differently, as a form of Freire's (1970) critical consciousness. Kubota (2004) suggests that multicultural education involves more than "simple respect for cultural difference, appreciation of ethnic traditions or artifacts, or promotion of cultural sensitivity" (p. 31). Kubota further promotes the ideal of education for social transformation through:

> Seeking social justice and equality among all people rather than merely celebrating differences. … [Multicultural education] has an intellectual alliance with critical pedagogy that aims to raise students' critical consciousness about various forms of domination and oppression and to help students become active agents for social change. (p. 37)

I agree with these statements, but all of these theorists are speaking of a Western educational context. According to Ghosh (2009), globalization has an impact on discussions of "women, human rights, and citizenship" (p. 81). Petras and Veltmeyer (2001) discuss the complex changes in society from technological advancements and blurring of national borders as leading to changes that diffuse values and restructure cultural practices and belief systems. There is little practical research that discusses teaching for female empowerment in an Arab context, or the role of globalization and international education as inherent with these changes.

DWC supports empowerment of women as part of its mission statement, but within particular culturally and religiously mediated constraints, and supports task-based and problem-focused strategies in the curriculum. Accordingly, Freire's discussion in this regard provides a relevant theoretical basis to understand the nature of empowerment in this context. As part of their way of knowing, women in Dubai encounter and internalize certain religious and cultural restrictions that serve to limit their contributions in society (Nashif, 2000; Richardson, 2004). In fact, every aspect of life and higher education for female Emirati must be measured against the boundaries of these restrictions. While particular religious restrictions imposed on women cannot in this context be questioned, restrictions not based on religious ideals are open for dialogue, which is an aspect that HD1 initiates in the curriculum.

In essence, Dubai is a transforming society and women's role in this society is transforming as well. Therefore, constructivist curriculum, sociological functionalist educational theory, and empowerment theory are core theoretical conceptions that lie at the heart of discussions of higher education for women in Dubai.

Change Theory

In consideration of the rapid transformation that is occurring in Dubai, and how it has affected every aspect of the lives of Emiratis including education, change theory provides a theoretical framework for analyzing the transformation. Punctuated Equilibrium, a term originally coined by paleobiologists Eldredge and Gould (1972) and later adopted for sociological discussions (Gersick, 1991; Tushman & Romanelli, 1985), analyzes social periods and social change as successive periods of relative stability, the equilibrium period, interspersed by punctuated moments of profound change, or the "revolutionary period" (Parsons & Fidler, 2005, p. 447). The revolutionary period of punctuated equilibrium occurs through complete upheaval that dismantles the deep structure of the system affected by change. According to Parsons and Fidler (2005), deep structure incorporates core values and beliefs, basic priorities and structures, distribution of power, organizational structure, and control systems.

Currently, Dubai is in a state of equilibrium; Gersick (1991) describes equilibrium periods as time periods when "the system's basic organization and activity patterns stay the same" (p. 16). This is not to state that change does not occur; rather change occurs as "incremental adjustments to compensate for internal or external perturbations without changing their deep structures" (p. 16). While Dubai is a modern, technologically advanced Emirate, it is also a monarchy that is ruled and controlled in all respects through the precepts

of the Islamic religion, patriarchy, and monarchical rule. Additionally, much of the stability and modernization afforded to the region is the result of the global demand for oil, formerly Dubai's main industrial export (Gardner, 1995).

While revolutionary transformations have occurred in Dubai in the past, several major looming transformations will have a salient affect on higher education, particularly for Emirati women. One significant revolutionary period began during the period of data collection for this case study: the 2008 financial crisis, the fallout of which has not yet been realized for Dubai. To illustrate, Dubai has never had the oil wealth of the neighbouring Emirates. Dubai's ruling Sheikh HRH Mohamed bin Rachid al Maktoum recognizes the need to transform Dubai's wealth from its place as a port in the Middle East, and limited oil income, into a stronger global presence in the world economy, as the "oil wealth will soon dissipate" (Al Maktoum, 2000, p. 143). In anticipation of this loss of income, a massive wave of economic development and a concerted effort to industrialize represents the effort to transform and stabilize Dubai's economic wealth from oil and its port to wealth emanating from tourism, high finance, technology, shipping, and manufacturing. However, at the time of this writing, Dubai has begun to feel the effects of the financial crisis of 2008; development projects have either stopped altogether or have slowed in pace, several large companies have defaulted on loans, and the unemployment rate is currently increasing.

Additionally and directly impacting education for women, there are concerns about the stark imbalance between the relatively inexpensive foreign workforce recruited to work in Dubai and the Emirati people employed in Dubai. In its effort to create a global marketplace, professionals in industries such as medicine, technology, engineering, and education were recruited internationally. According to the United Nations Department of

Economic and Social Affairs, Population Division (United Nations, 2006), the total population in Dubai in 2005 was 1.27 million people. Out of this statistic, 1.06 million are foreign born "expatriates" and this number is continually increasing due to rapid development and available employment opportunities. Therefore, 83% of the total population of residents in Dubai are foreigners, comprised largely of neighbouring Arab nations such as Pakistan, Lebanon, Afghanistan, and Egypt. The result of this mass influx of expatriates is that Emirati citizens constitute an extremely small proportion, merely 7%, of the employment sector. In addition, this 7% figure primarily refers to the male gender as the figures for Emirati women in the workforce are not significant enough to statistically report.

The result of this imbalance in relation to foreign presence in employment in comparison to Emirati nationals' presence is an extreme overreliance on expatriates in all sectors of the economy; a domination that negates internal control of the nation's future unless alternative measures are implemented. In an effort to redress this domination of the foreign labour force and economy, the ruling Sheikhs of all Emirates implemented a reform policy, "Emiratization" (United Nations, 2006). This mandate represents a catalyst for a moment of revolution in the equilibrium because it is both a federal law and a guiding educational, philosophical mandate for higher education, particularly women's higher education.

Emiratization refers to the governmental mandate that all businesses in the UAE, by the year 2009 would be required to employ at least one Emirati citizen in some capacity (Godwin, 2006). The sanction further stipulated that beginning in 2010, Human Resources departments of all industries would need to employ an Emirati citizen in a supervisory position. Banking and financial sectors, also by 2010, would be required to provide evidence

that 6% of their workforce is comprised of Emirati citizens. Thus, a strong educational force is in motion to educate and employ Emirati citizens in Dubai, especially the female gender, with a particular interest in human resources, high finance, information technology, and business industry related programs.

Conclusion of Theory and Literature Review

Given the scope of my research, which explores the factors impacting HD1 curriculum, a diverse theoretical background is necessary. The research context is an international higher education program in the Middle East, as implemented by a diverse group of international educators. This provides the basis for inclusion of third space theory to situate the nature of the space from where the international educators are situated. As the student body of HD1 at DWC are adults, the inclusion of adult learning theory and transformative learning theory is necessary. The curriculum itself is based on constructivist learning theory. The activities of the curriculum are task based, which provides the rationale for inclusion of literature regarding task-based learning. As a graduation requirement for students is successful completion of the IELTS test, literature regarding international English proficiency tests is included. Finally, awareness regarding the context of this study, specifically in relation to religious, cultural, and social factors required the inclusion of sociological theories, empowerment theory, and change theory. The theoretical framework and literature provide the background for this research study.

CHAPTER THREE: RESEARCH METHODOLOGY

"Education is a country's single most important priority and investing in the educational development of the individual represents the only real investment" (H. E. Sheikh Mohammed Bin Zayed Al Nahayan, Crown Prince of Abu Dhabi, as cited in HCT, 2007, p. 7).

This chapter provides an overview of the research design for this case study. First, I discuss the research design methodology, which is a qualitative case study. I outline details regarding the participant sample and the time frame for the research study. Then, I discuss the method of data collection: semi-structured interviews and all curricular documents for the full academic year of 2008-2009. In addition, I describe the research process including data collection and data analysis, and finally, I discuss ethical considerations of this research study.

Research Design: Qualitative Case Study

According to Merriam (1998), a qualitative case study is an in-depth examination of one particular setting, one single subject, one single depository of documents, or one particular event. In the words of Snow and Anderson (1991), "The quintessential characteristic of case studies is that they strive toward a relatively holistic understanding of cultural systems of action" (p. 152) where cultural systems of action are defined as "interrelated activities and routines engaged in by one or more networks or actors within a social context that is bounded in time and space" (p. 152). "A case study is both a process of inquiry about the case and the product of that inquiry" (Stake, 2005, p. 444); a case study is a decision regarding what is to be studied (Stake, 2005) together with decisions regarding the variety of methods that will facilitate understanding of social, political, and cultural complexities impacting the case. According to Creswell (1998), a case study is a systematic, thorough exploration of a "bounded system" (p. 61): a case that is bounded by time and

place. Epistemologically, the driving motivation for this case study is that knowledge can be gleaned through exploration of development and implementation of Higher Diploma Year One (HD1) curriculum at Dubai Women's Campus (DWC). Considering this study's unique context and curriculum, a case study approach is appropriate.

Stake (2005) notes that the methods for case study research should elicit "thick description" (p. 450) and thus be sufficient to "encapsulate complex meanings into a finite report" (p. 450) while maintaining that the description of the case using sufficient narrative detail "so that the readers can experience these happenings vicariously and draw their own conclusions" (p. 450). Gathering data through multiple collection techniques is salient to the "thick description" (p. 450) required in case study research.

Sample and Time Frame

Data were collected over the course of one full academic year, representing a time frame from September 2008 through June 2009 and encompassing all four learning cycles. In total, 19 participants, 4 supervisors, and 15 HD1 teachers, representing two full teaching teams, were recruited to participate in two qualitative interviews each as one aspect of data for this case study. This recruitment represents a convenience, purposeful sampling procedure (Miles & Huberman, 1994). A team of teachers per class of students is formed by inclusion of one teacher from each of the four courses of the integrated curriculum: Business, Information Technology, Math, and English. Participants were recruited through an invitation and consent form (Appendix A) that was forwarded via email to all HD1 faculty and supervisors. Data from my participants were collected through semi-structured interviews at the beginning of each semester and as a reflection at the end of the same semester.

Methods for Data Collection

Data were collected through semi-structured oral interviews (Creswell, 2002, 2005) that were recorded and transcribed from recruited participants among the HD1 teaching team. Data were also collected in the form of textual artefacts such as all documents pertaining to the curriculum, syllabi, lesson plans, strategic plans, institutional policies, textbooks, agenda documents, course outlines, program outlines, and testing instruments for all four courses (Math, English, Business, and IT) that comprise the integrated curriculum for HD1. I also kept field notes (Creswell, 2002, 2005) through the process of data collection.

All participants' transcripts were member checked (Creswell, 1998, 2003) for additional commentary changes, deletions, or clarifications. According to Creswell (2002), semi-structured interviews, compared to unstructured interviews, are uncommon in qualitative research because they "narrow the participants' responses and may restrict the multiple perspectives sought by qualitative inquirers" (p. 5). However, as my focus for this case study was limited by the permission granted by the HD1 supervisor, the President of DWC, and the DWC Ethics and Brock University Research Ethics boards, I chose to employ a semi-structured format to maintain the integrity of my research in accordance with the permission granted.

I invited participants to engage in two interviews per semester: The first was an initial information gathering using Appendix B: Interview Protocol for Teachers. The second interview was a reflective interview at the end of the semester following Appendix C: Reflective Interview Protocol. The questions detailed on all protocols were carefully constructed, and they were used as a guide regarding the kind of information I sought. All

protocols were forwarded to participants prior to the interview date. Some participants, due to time factors, were unable to participate in two interviews per semester.

I invited supervisors to participate to elicit their perceptions of institutional decisions affecting curriculum, expectations regarding the curriculum and practice, general impact of the HD1 curriculum, and a critical reflection regarding the academic year (Appendix D: HD1 Interview Protocol for Supervisors). I requested two interviews with supervisors at DWC once at the beginning of data collection and once at the end of the academic year (Appendix E: Reflective Protocol for Supervisors), which allowed supervisors to reflect on the academic year.

A potential concern is the fact that my presence as the interviewer may have affected the response of the participants. It cannot be denied that this form of data collection must be concerned about information being "filtered" (Creswell, 2005, p. 6) through the lens of the researcher. According to Cantrell (1993), it is important in interpretive research, such as qualitative research, to describe information using participants' own words. As such, and in an endeavour to lessen the impact of this potential bias, I recorded, transcribed, and member checked all the interviews so that I could filter information through the participant's voice as much as possible. As well, given the unique context of this study, the advantages outweighed the disadvantages of this concern. To illustrate, information was gleaned from the participants that cannot be obtained through direct observation. In addition, semi-structured interviews allowed participants to engage in thick descriptions that provide specific, detailed information regarding the focus of the study, which was easier for me to elicit than in unstructured interviews.

Diversity of data was necessary and relevant considering the nature of this investigation and to address the issue of authenticity and triangulation. Case study data rely on the use of various data sources, in order to cross-match themes between the sources. According to Wolcott (1988 as cited in Mills, 2007), "The strength of qualitative research lies in its triangulation, collecting information in many ways, rather than relying solely on one" (p. 56). For this case study, data sources are: HD1 teacher interviews, supervisor interviews, my field notes, and all materials related to the curriculum. For this case study, themes, interpretations, and conclusions drawn from data collected were not only present in one data source, but rather, they were represented in various data sources.

Additionally, and in an effort to achieve authenticity with data, this research employed the four standards for catalytic validity (Lincoln & Guba, 1985, 2005) that Royer (2002) stressed as vital: credibility, transferability, dependability, and confirmability. Credibility refers to my research using multiple data sources to support my interpretations and claims. Transferability refers to the full description of research context, participants, and the activities to ascertain the applicability of the findings to other contexts. For example, my research described the context of HD1 at DWC as being for Emirati women students exclusively. It described the study participants as HD1 teachers, international educators, but does not disclose any identifiers such as names, gender, or nationality in order to ensure anonymity and confidentiality. In addition, this research study contains a full description of the curricular activities. Dependability refers to conclusions I discuss which must connect plausibly with the research findings. These are shared with colleagues as a measure of ensuring accuracy. Confirmability refers to evidence I provide as a means to support my interpretations.

Data Analysis

According to Creswell (1998, 2005), analyzing case study data consists of constructing a meticulous description of the case and its setting. Stake (1995) advocates the use of four forms of data analysis and interpretation: categorical aggregation, direct interpretation, establishment of patterns, and naturalistic generalizations. According to Stake (1995), categorical aggregation refers to analysis that depicts a collection of instances, wherein the researcher seeks issue-relevant meanings from the data. Direct interpretation refers to the researcher's interpretation of a single instance without seeking corroborating or multiple instances. Establishment of patterns refers to the search for a correspondence or relationship between multiple categories that appear in data. Naturalistic generalizations refers to the generalizations that the researcher presents that the audience to the research can learn and apply.

Creswell (1998) added a fifth form of data analysis and interpretation to Stake's list, "description of facts" (p. 154). According to Creswell (1998), a description of the case involves a detailed description of the aspects of the case, "the facts" (p. 154). This fifth form is particularly relevant for this case study due to the unique context that is the setting of this case study, which is vastly different from a Canadian educational context. Thus, a combination of Stake's (1995) data analysis forms and Creswell's (1998) additional form comprise the forms of data analysis for this study.

In addition, data analysis was constant-comparative (Glaser & Strauss, as cited in Lincoln & Guba, 1985) occurred during data collection because of the inclusion of the reflective interview with HD1 teachers at the end of each semester. Thus, data analysis was constant throughout the data collection period as initial analyses informed subsequent

reflection interview questions and discussion. Data analysis was comparative as I was analyzing the data and comparing the themes among various sources throughout data collection.

As I am becoming an international scholar, I have interpreted data through the lens of Third Space, incorporating my combined Western and International perspectives, together with the use of a contextualized, cognitive, and social constructivist analytical lens. I have analyzed the data to describe the case, the curriculum, the international perspectives including opposing perspectives, the educational events, and the issues or tensions pertaining to the aspects delineated. In chapter 4, I articulate moments of educational third space, moments of curricular elements for the construction of knowledge, social interactive elements, and a combination of these elements of the HD1 curriculum and the educators' beliefs which emanated from these moments.

Further, I analyzed the data according to Stake's (1995) four forms of data analysis and interpretation, and Creswell's (1998) fifth form, description of facts. For example, as an element of categorical aggregation, I analyzed the data for curricular moments discussing students' active involvement with the construction of knowledge, and the implementation factors that contributed to these curricular moments. I determined the issue-relevant meanings derived from this analysis. I determined instances of cognitive and social constructivist relevant issues as elements of direct interpretation. This manifests often in situations where participants relay stories or analogies. While the analogies were single moments of direct interpretation, patterns among these became clear as I analyzed the data for distinct patterns. For example, critical thinking is an integral element in a constructivist curriculum (Henderson & Gornik, 2007). I discovered curricular patterns or multiple

instructional patterns for teaching critical thinking in a context with particular cultural sensitivities. Through my analysis, I delineated naturalistic patterns about the case study and observations regarding the implementation of the HD1 curriculum. Creswell's discussion of the need for a thick "description of facts" is particularly relevant given the geographical context that is the locus of this case study.

Coding

Data coding followed a four-phase process: First, I read through all of the transcripts and reviewed the textual curricular documentation and ascertained broad categories of themes prevailing throughout. Although I identified several broad themes, I found that three themes correlated, overlapped, and were the most prominent: Emirati cultural elements, religious elements, and Dubai's societal elements. After I identified these themes, I separated the data into these three categories. Second, as I employed an open coding approach, I assembled all the data by category, read the textual documents, and listened to the recordings for vocal inflections and referred to my field notes. During this phase, I disseminated the data further into the following categories: data that directly address the unique character of educational needs and concerns for Emiraties as a specific cultural group; data that directly address religious elements specifically as they affect curriculum and implementation; and data that directly address the social nature of Dubai as a multicultural and diverse Emirate. Third, I employed an axial coding approach. One broad theme at a time, I reviewed the data seeking principles and patterns of overlap and relationship and looking for sub-themes in the data. As I explored the patterns that emerged, I began to highlight specific areas that related through a colour-coding procedure. The sub-themes were delineated as follows:

1. Blue Highlight—Emiraties as a specific cultural group: foreign faculty/Emirati students relationship, Emirati female restrictions, students' experiences, prior educational experiences, curricular tasks, curricular themes of Emirati empowerment, emphasis on experiential learning, and specific intervention courses for issues.
2. Red Highlight—Religious Elements: Islam, differences in perceptions of learning and knowledge, resources and faculty considerations, and censorship.
3. Green Highlight—The society of Dubai as a diverse Emirate: multicultural, highly skilled society. Preparing students for a competitive diverse market, social and economic development, new approaches to expose students to global environment, English language proficiency demands in Dubai.

The fourth phase of the data coding I used followed a selective coding approach. As I reviewed the axial coding subcategories for patterns and themes, I realized that each subcategory contained patterns that related specifically to implementation factors and curricular inclusions. As well, within each axial subcategory, patterns relating to the tensions, contradictions, and paradoxes of implementation of HD1 curriculum were identified. The result is the list of data patterns and themes that formed the headings and themes encapsulated in Chapter 4. It is important to recognize that this is for classification and analysis of data. All of these patterns intersect, influence each other, and interact.

Ethical Considerations

A synopsis of the research proposal, including letters of information and informed consent was given to Brock University's Research Ethics Board and DWC's Research Ethics Board for clearance. DWC granted clearance on June 14, 2008, via email. Brock University granted Ethics clearance on September 15, 2008 via file: 08-051 Elliott/Lovering. Written

permission via a signed Consent to Participate (Appendix A) was obtained from all participants, including the supervisor of HD1 at DWC prior to the collection of interview data. The Consent clearly asserted the participant's right to withdraw from the research at any time. This was also orally explained prior to commencement of the interview.

Confidentiality and Anonymity

As identified in the Letter of Invitation and Consent (Appendix A), it was clearly explained to all participants that responses comprising data in this case study shall be treated confidentially. I have not, and will not identify who participated and who did not participate in my research. At no time will I disclose any identifiers such as names, gender, age, the core course taught, or supervisory title of the participant. I have identified whether the participant was a supervisor or a faculty member, but provide no details regarding the supervisory title. This is a significant concern for me and an essential consideration for my research. As an international educator and researcher, I am aware of culture and power differentials inherent with any research study directed for this geographical context. These differentials have the potential to influence participants and their responses in this setting.

It cannot be denied that culture and power dynamics have a direct impact on teachers and research in this region due to the fact that all of the teachers employed by DWC are expatriates and can be deported at any time, for any reason, immediately and without notice. However, deportation would likely only occur as a result of a very serious misjudgment regarding teaching practice (e.g., making a negative comment about Islam to a student) or a very serious blunder regarding breaking the law (e.g., public drunkenness). In an effort to address this concern, all agreements to participate in my research are completely voluntary,

anonymous to others, and confidential, which is clearly and overtly identified in both the Letter of Invitation and Consent.

Participants

I chose to recruit participants by sending the Letter of Invitation (Appendix A), unpersonalized, via email to all HD1 faculty and all supervisors en masse so that the participants who wished involvement had the onus of contacting me directly and privately. Faculty who did not wish to participate simply did not respond and there were no implications for not responding to the Invitation or declining to participate. In addition, it was clearly stated in both the Letter of Invitation and the Consent that participants could withdraw at any time, all participation was completely confidential, and they could decline to answer any question without any repercussions or implications.

In transcripts reference to participants is in code: "I" equals interview and the corresponding number refers to the first person to agree to participate. Therefore, I-1 represents the first interview participant to contact me, I-2 represents the second interview participant to contact me, I-3 represents the third interview participant, and so on. My rationale for this coding system is to ensure that only I am aware of the identity of the participants, and that no descriptor, such as gender, is presented that might be identifiable to others. I have assigned gender neutral names in addition to this coding procedure, but no assumptions should be made regarding the gender of any participant. I seek to protect my interview participants with a cloak of anonymity. All participants have worked at DWC for over 4 years, and some since the college opened in 1989 with only 145 students. Although all teaching faculty is foreign to Dubai, there are some Emirati supervisors and many Emirati staff employed with DWC. Many of the foreign faculty have lived in Dubai for several years

on their second, third, or fourth contracts. In fact, none of the participants in this study were on their first contract; all have worked in Dubai for at least 4 years. The duration period for each faculty contract is 3 years.

In addition, 17 of the 19 participants report having taught in geographical contexts other than their homeland including: Japan, South Korea, Lebanon, Jordan, Europe, Africa, Bahrain, Kuwait, Hong Kong, Egypt, Singapore, China, Canada, the United States, Tunisia, Saudi Arabia, and many other locations. Below is a delineation of the participants by code and by the gender-neutral pseudonym I have chosen. All of the 19 participants, including international and Emirati participants, report living, working, or studying in some international context other than Dubai during their careers.

The participants are as follows:

- I1. Nat—Faculty, a strong believer in quality. Quality in resources, in teaching practices, in content, in curriculum, assessments and marking. Nat has been teaching internationally for over 10 years in Asia and the Middle East.
- I2. Morgan—Faculty interest in creating positive group interactions and dynamics as integral to andragogy. Morgan has been teaching in the Middle East for over 10 years and appreciates the pedagogical freedom to change teaching content and practices that is afforded educators in the Middle East.
- I3. Izzy—Faculty, feels most comfortable in an expatriate community rather than homeland. Izzy has been international most of his/her professional life.
- I4. Kelsey—Faculty, discusses the concept of "home and homelessness" of being an international educator. Multiple "homes" around the globe and reports a feeling of comfort wherever one finds oneself.

- I5. Drew—Supervisor, strong belief in supporting students' learning and supporting educators' excellence in teaching. Having taught in Asia, the Middle East, and Australia, Drew is a firm believer in teacher reflection on practice.
- I6. Bailey—Faculty, believes that everything in international education and international relations must first consider culture and religious beliefs of those involved in the relationship. Bailey believes that being international allows a person to grow. Bailey has taught or been educated in several different countries and has been in the Middle East for at least 5 years.
- I7. Jordan—Supervisor, enthusiastic regarding the opportunities for future research at DWC, advanced technology, and cross-cultural interactions through technology. Jordan has been in the Middle East for over 10 years.
- I8. Spencer—Faculty, enthusiastic regarding the opportunities for creating learning opportunities that demonstrate students' capabilities in the public sphere. Spencer holds a firm belief in authentic tasks. Spencer never intended to spend most of his/her professional career in an international context, but this is what has happened. Spencer has been international for over 20 years.
- I9. Perry—Faculty, believes in allowing students to engage in activities that mirror the competitive workplace, such as organizing events and engaging in the decision making process. Perry thrives on travel and visits many countries during holidays. Perry has been international for over 10 years.
- 110. Taylor—Faculty, loves the adventure in international education. Finds "home" boring. Taylor loves the unexpected nature of Dubai and the constant change. Taylor

has been international over 15 years and has been in the Middle East for over 10 years.

- I11. Sam—Faculty, passionate about "giving back" and community-mindedness with the UAE. Sam has been educated around the world and has taught in many diverse countries but feels a strong sense of connection to the UAE. Sam grew up in Dubai.
- I12. Jaden—Faculty, believes that working internationally has provided rich experiences from which to draw, should he/she ever feel a desire to return "home." Jaden has taught in Asia, Africa, and the Middle East. Jaden has been international over 20 years.
- I13. Shane—Faculty, believes in using humour and stories to make information comprehensible for students. Shane values the skill of strategies to make learning enjoyable and interesting. Shane has been international for over 10 years and feels that learning from being outside your own culture and exploring these connections is important to teaching regardless of the location of the educational event.
- I14. Parker—Faculty, belief in experiential learning and takes pride in the real-world practicality of HD1's curriculum. Parker loves to ponder different conceptions of knowledge. Parker loves debates and ideas about philosophy, knowledge, thinking and learning. Parker has been international for over 15 years.
- I15. Ellis—Faculty, believes a sense of humour is crucial to success. Personally, Ellis has an amazing sense of humour, and uses it to support teaching practice. Ellis describes the life of an international educator as one filled with adventure. Ellis has taught in Asia, Europe, and the Middle East for over 15 years.

- I16. Addison—Supervisor with a strong concern for positive international relations and emphasis on Emirati female empowerment. Addison is very concerned about ensuring exceptional learning opportunities for students and feels a great commitment to being a positive role model. Although Addison has taught and studied in other contexts, Addison is an Emirati supervisor.
- I17. Alex—Supervisor, Alex has a well-developed sense of awareness regarding the complexities of social and cultural relations in education. Alex emphasizes innovation in teaching and technological approaches. Alex has a strong belief in Emirati students' successes and believes Emirati women will guide the future of the UAE. Alex feels proud of the work at DWC and takes pride in all of the accomplishments of students, current or graduated. Alex has been in the Middle East for over 10 years.
- I18. Corey—Faculty, Corey is fascinated by world history, both ancient and contemporary. Corey is concerned that educational strategies should facilitate to the needs and the context of students in their current reality. Corey is very intellectual, and very philosophical in discussions regarding what the educational team at HD1 accomplish and the changes witnessed in society. Corey has been international for over 15 years.
- I19. Cassidy—Faculty, Cassidy is interested in understanding diverse world cultures and the effect on andragogy. Cassidy has a strong belief in critical andragogy and human rights education. Cassidy has taught in several war torn countries and feels passionate about teaching for social justice and empowerment. Cassidy has been international for over twenty years and has taught in Africa, Palestine, Asia, and the Middle East.

Storage of Data

Data are stored in a locked, fireproof file cabinet in my at-home office and in Canada. I will hold and maintain all data for a period of 5 years. A copy of my final study will be available to any participants upon their written request. My Canadian home address and contact information was provided to participants on Appendix A: Letter of Invitation to Participate.

Potential Benefits of Participation

Potential benefits of participating in this study include the opportunity for participants to reflect on their practice and uncover new insights regarding their work. Discussion between the researcher and participants concerning this unique curriculum and the various factors affecting teaching practice in this geographical context has the potential to illuminate new theoretical ideas and to generate further contemplation regarding educational theory into practice. This has benefits relating to personal and professional growth for the participants and the researcher, in addition to contributing to knowledge related to international education.

Dissemination of Results

I envision a wide audience for communication of my research results. My research would appeal to any practitioner or researcher with an interest in sociocultural, political, and religious issues in curriculum, education for Arab learners, constructivist learning theory, adult education, transformative education, and curricular specialists. I anticipate that I will be invited to present my results at the TESOL Arabia conference as the research is directly pertinent to education in the UAE. However, the results of my research relate to disciplines beyond TESOL and beyond the Arabian geographical border. Although the research context

for this case study is Dubai, UAE, dissemination of results will not be limited to the UAE. This research is relevant to curriculum developers in higher education in other geographical contexts. Thus, I anticipate that I will present my results at the Canadian Society for the Study of Education conference in Canada and the Provoking Curriculum conference in Canada. I also expect to present my results at various international conferences such as UNESCO's International Conference on Education, and the International Conference on Provoking Excellence Across the Curriculum. After my study is complete, I expect to publish my work through appropriate academic journals that focus on factors that impact curriculum for adult learners.

Concluding Remarks for Chapter

In conclusion, this research study was designed to fully understand the integrated, constructivist curriculum as designed and implemented in HD1 at DWC, by international educators to gender-segregated, female, Emirati students. It sought to discover the impact of IELTS Academic test preparation as an element of curriculum in addition to the social, cultural, political, and religious factors that affect this curriculum. There were many benefits to engaging in this study not only for educators, but also for stakeholders, policy makers, and those involved in curriculum design. This study offered knowledge that is beneficial to education in Dubai, international education, and also Canadian education, particularly as a variety of educational disciplines continue to consider tensions affecting curriculum and teaching practice. Currently, curriculum discussions have begun to focus on the amelioration of both content standards, of various forms, and constructivist curriculum in Canada and elsewhere (Drake, 2007; Henderson & Gornik, 2007; Malone & Pederson, 2008; Walker et al., 2000).

Additionally, research at HD1 in DWC offers the opportunity to provide insight into a teaching context significantly different from Canadian contexts. As Canada and other countries become increasingly diverse, knowledge contributed from a case study of female, Muslim students in a traditional but rapidly developing society has the potential to inform educators concerning sociocultural factors that affect education. Dubai is a fascinating Emirate, filled with great achievements and advancements, particularly during the last few decades. As a developing country, it has made education, especially education for women, a priority for today and the future. Thus, this study illuminated the reality of implementing a constructivist curriculum, in a unique context, by a unique group of international educators, and to a unique community of learners. This research study offers an exciting opportunity to contribute new and significant knowledge.

CHAPTER FOUR: DATA RESULTS

"Women have a voice, as well as a unique perspective, and a key role to play in the social and economic development of the Arab World" (H.E. Sheikha Lubna Bint Khalid Al Qasimi, as cited in HCT, 2007, p. 54).

This dissertation seeks to contribute to both Canadian and international knowledge. This contribution to knowledge emanates from data collected during a qualitative case study of Higher Diploma Year 1 (HD1) curriculum and implementation at Dubai Women's College (DWC). DWC curriculum is developed and implemented by a team of international educators and supervisors and follows a task-oriented, integrated, constructivist approach. The learners are all Emirati, females, typically between the ages of 18-24. As a researcher, I define myself as an international educator and scholar and this is the lens through which I approach interpretation of the data and the themes that emerge.

Guiding Questions and Themes

This chapter describes the findings extrapolated from the data pertaining to these governing research questions:

1. What are HD1 teachers' and supervisors' beliefs, considerations and concerns regarding the design and implementation of curriculum in higher education at Dubai Women's College, UAE?

   Foci to be explored within the context of this research question include:

   - How is higher education affected by non-Emirati, internationally and culturally diverse teaching faculty implementing HD1's curriculum at DWC?
   - How is curriculum influenced by the religious, cultural, and social context of Dubai, UAE?

- How is higher education for Emirati women at DWC affected by the change of Dubai, as a city, society, and Emirate as it transitions itself as a modern, cosmopolitan Emirate in the Middle East?

2. What is the nature of the relationship between the teaching for standards via the high-stakes testing measure, IELTS Academic, and the integrated, constructivist orientation to curriculum endorsed by HD1 at DWC?

The dominant theme from the data in response to all of these guiding research questions suggests that in-depth consideration of context is integral to discussions of education, constructivism, and curriculum. This is exemplified throughout the data with the preponderance of participants' use of the word "here" as a means of directing that their comments pertain exclusively to this educational context. I interpret this, and the data described in this chapter, to mean that participants, as international educators, approach their work giving thoughtful consideration to: issues affecting education of Emirati students as a specific educational community, the learning needs specific and meaningful to them, manner in which to design meaningful curriculum for them, the tensions involved with the creation of learning opportunities for students, and how all of these factors coalesce in education in this context.

The themes found in this case study are discussed in the following manner:

1. International Educators in Third Space. The participants in this study were international faculty and supervisors, all of whom have worked internationally for many years, in various contexts. Third space is the lens through which most participants approached their work. This section will discuss their motivations, growth, and their tensions.

2. Mandates and Goals, Higher College of Technology (HCT) and Dubai Women's College (DWC).
3. Educating Emiraties as a specific educational community. This section discusses patterns disseminated into three categories: implementation considerations, curricular inclusions, and tensions and strategies.
4. Religion of Islam. This section discusses patterns disseminated into three categories: implementation considerations, curricular inclusions, and tensions and strategies.
5. Dubai as a Multinational Society. This section discusses patterns disseminated into three categories: implementation considerations, curricular inclusions, and tensions and strategies educators.

International Educators in Third Space

As all participants, except one Emirati national, are from various international nationalities, and all participants have taught across the globe for the majority of their careers, Third Space is the position that most participants occupy in their work as they mediate between and among the boundaries and influences of their professional and personal lives. The data were interpreted through the lens of Third Space as I am also an international educator mediating between these same boundaries and influences. This section discusses the following themes in the data: (a) DWC, a supportive Educational environment; (b) educators' thoughts; (c) call to adventure—growth and learning; (d) learning to see beyond the veil; (d) intrinsic motivation; and (e) heading home?

DWC, A Supportive Environment

All participants commented on the highly supportive nature amongst the HD1 teaching faculty regardless of time constraints, background, and beliefs. Parker identified the

"Really great team spirit in year 1" (Int. 1, p. 9). Alex stated "We have a significant number of champions on faculty" (Int. 1, p. 12). According to all participants, HD1 educators were multinational, devoted educators, and very experienced andragogically. Drew believed "The faculty are great at exploring new ways of teaching, new ideas, innovation, and they're excited to push the boundaries to make learning for our students special" (Int. 1, p. 5). Morgan stated "Internationally, we bring incredible strengths. An international faculty broadens and enlightens curriculum and delivery; we have lots of spirited debate" (Int. 1, p. 17). Sam believed that "It is a healthy relationship. It is a good start for students to see various nationalities working together" (Int. 2, p. 25). Jordan specifically identified "If anything shocks people when they come here, it is the extremely collaborative nature we have" (Int. 1, pp. 7-8). As an international group, these participants welcome and appreciate the support and collaboration they glean from each other and they believe their diversity is a strength they bring to the program.

Educators' Thoughts

Findings indicated that international experience provided valuable experiences. However, living as a participating member of a new culture is something for which few have the capacity to adjust as this requires a sincere curiosity and willingness to embrace, adapt, and learn. Some people, according to 4 participants, cannot live and adjust to an international life (Jordan, Bailey, Morgan, Cassidy). Jordan discussed recruitment considerations of future potential faculty: "We call it 'cultural curiosity.' Do they really want to experience it? Do they expect it to be like the current place where they live" (Int. 1, p. 28). Corey stated in relation to educators who come but then leave after a short period: "It is like their home environment is the control group" (Int. 2, p. 5). Addison identified "People

come with presupposed notions. They have to understand that they should learn about this culture, and do it sincerely. It is important" (pp. 19-20). None of the educators in this study were short term. All had lived internationally for most of their careers. Participants reported different motivations underlying their international endeavours: the call to adventure, intrinsic motivation, and personal and professional growth.

Call to Adventure—Growth and Learning

Eleven participants reported their love of the adventure of moving to a different country, learning a different language, and experiencing different cultures as active members of society as the prime motivating factor in their decision to go abroad and staying abroad (Nat, Morgan, Perry, Kelsey, Spencer, Jaden, Shane, Taylor, Cassidy, Ellis, & Corey). Shane commented, "The whole package appealed to me—it is exciting from a cultural and a teaching point of view" (Int. 1, p. 20).

Learning from the rich experiences that international educators have is not always easy, and an open mind and tolerant nature is imperative to the process. According to 11 participants (Spencer, Perry, Addison, Morgan, Sam, Jordan, Kelsey, Bailey, Cassidy, Shane, & Jaden) an open-minded world view comes through willingness on the part of the educator to learn from, and sincerely embrace the cultural context with all of its distinctiveness. For example, Kelsey explained

> You have to come with an open mind and you have to stay long enough to drink in the culture. That changes what you do and what your expectations are. That's how one grows and that's part of the kickback from going abroad. (Int. 3, p. 18)

Similarly, Bailey commented "You can do research on the internet, but you need to have the face to face in a place where you have to deal with people and their culture, being a part of

their community" (Int. 3, p. 32). Spencer stated, "You have to pay attention to their feelings and put yourself in their place, as a foreigner wanting to avoid causing offense. It does make you aware" (Int. 1, p. 25). Corey noted that regardless of the sensitivities required, "There is a huge amount of forgiveness here" (Int. 2, p. 22). Cassidy explained

> We are going to make mistakes and students and management know this. But, I can be fired and deported at a moment's notice; there is no job security and I function according to that principle. What you perceive as harmless in your culture may be offensive here. Sometimes management is handcuffed too—public face of the institution and what is reported in the press. (Int. 3, p. 14)

These participants were driven by the opportunity to learn as participating members of a new cultural group. This involved a willingness to embrace the new, stay long enough to understand what is new, and awareness that regardless of will to forgive potential blunders, participants attempt to place their mindset in the position of the community to avoid mistakes.

Learning to See Beyond the Veil

All 19 participants identified that becoming international educators changed their worldview. All participants report that a crucial aspect was to learn to see beyond the veil of their own belief systems. Kelsey noted the importance of learning "To not colonize. To not take an attitude that 'my way' is the right way" (Int. 3, p. 17).

Interestingly, a theme that emerged in the data related to how people "back home" wherever that place may be geographically, were not willing or able to comprehend the participants' lives in the Middle East. All participants articulated that life, learning, and

living do not conform to assumptions or ideas others at home hold. For example, Morgan commented

> Educators back home can be narrow in their willingness to open themselves to other ways of seeing the world. Part of their job is to be willing to see the world through others' eyes; but I am shocked by how narrow people in developed countries are. (Int. 1, p. 17)

These comments were mirrored by 8 other participants as well (Bailey, Perry, Kelsey, Taylor, Corey, Alex, Addison, & Shane). Cassidy reported "They want to hear about veiling and nothing else. They are actually affronted when I talk about all the amazing things our students do through curriculum, and how students want to be strong participants in their country's growth" (Int. 3, p. 22). Corey discussed some of these false perceptions:

> This part of the world is developing its own style. People say, "it will be years before they catch up." They don't want to "catch up." There are far too many ideas about the developing world wanting to "catch up" with the first world. (Int. 1, p. 5)

Perry stated, "I have learned the importance of not using your own culture as a measuring stick. The perceptions that well educated people have about this place. The reactions when you advise otherwise! Living abroad broadens your perspectives" (Int. 1, pp. 29-30).

Interestingly, both Corey and Cassidy identified that people "back home" do not understand their changed perceptions. Cassidy mentioned "I am often accused of 'going Arab' because I defend their values" (Int. 4, p. 11). Corey noted "I am aware of visible flesh back home; you don't see flesh here. I also realized how much of our social life back home revolves around alcohol. It is interesting because the interpretation [back home] is that I have been 'Islamisized'" (Int. 2, p. 24).

Participants reported that it is important when you live abroad to avoid colonizing and using your cultural values as the means to interpret your new experiences. This ability is problematic for international educators when they described their experiences upon their return home as this ability does not extend vicariously to others. When stories of information are relayed by international educators that belie the expected or challenge assumptions, these participants have encountered negative attitudes by those "back home." Seeing beyond the veil as international educators did broaden their perspectives, which was uncomfortable or distasteful for those who are not capable of this same ability.

Intrinsic motivation. Eight participants report feeling inspired by the contribution they make to the UAE as a developing country, and to other countries for where they have taught (Morgan, Corey, Addison, Jordan, Kelsey, Cassidy, Jaden, & Sam). Kelsey stated "Looking back, we have accomplished a lot" (Int. 1, p. 24). Morgan commented "The best is how rewarding it is to watch this generation grow. It is exciting to be an integral part of it" (Int. 1, p. 17). Sam articulated intrinsic motivation for being in Dubai. Although not Emirati, Sam explained

> I grew up here. It's like coming home. The majority of my life was abroad. I felt I have to give back. This is what I am trying to teach our students. They have to tolerate; they have to cooperate. They have to learn to live with situations around them. (Int. 1, p. 13)

Addison also stated

> I am passionate about my position. I [want to] contribute positively to our students' learning. To make them active participants in their own country using their culture

> and language gives them strength to function in their world out there. They are half of the present but all of the future. (Int. 1, p. 16)

These participants were excited about the contribution they can make from their work to the growth and development of these students and this country. Strong intrinsic ties and devotion are felt by these participants to these students and their work.

Heading home? None of the participants reported an inclination to return to their homeland in the foreseeable future. In fact, until I posed the question, many were not sure what to say as they had not considered the idea. Ellis stated, "There used to be a time when I thought about [my nationality] as home. When you have lived overseas, there comes a time when you just don't feel it anymore. The boundaries disappear" (Int. 1, p. 25). Spencer commented:

> I am reminded of the movie *Shawshank Redemption.* One character had been in prison so long when he got out of prison he hung himself. He was institutionalized. I have become [internationally] institutionalized. I am much more comfortable interacting internationally. (Int. 1, pp. 22-23)

Taylor relayed a prolific story to explain:

> I can't go back, the horrendous culture shock. A friend was driving into the car park area, looks up and she sees one of the workers up in a tree. Babu is that you up in the tree? "Yes madam. I am collecting leaves. My wife says if I collect these leaves and put them in a bath my [chicken pox] spots will go." Where would you find that back home? Back home is too cleansed for me. (Int. 1, p. 30)

Four participants (Kelsey, Taylor, Cassidy, & Izzy) acknowledged no intention to return to their homeland, but rather moving on to the next homeland. Kelsey stated "I'm not

going back, I'm going on. I will be taking on whole new experiences there as well so I won't get so dispirited and down hearted as we do when we go home" (Int. 3, p. 18).

These participants have a sense of the nomad in them. They feel that being international is such an integral part of their existence and identity that the adventure must continue.

Tensions for International Educators

The life of an international educator is rife with tension that must be mediated through third space. The primary tensions the data reveals are: (a) social justice, equity, and human rights; (b) fear; and (c) public pressure and media backlash.

Social justice, equity and human rights. Sometimes participants experienced internal tension due to different beliefs in relation to equity, social justice, and human rights. This was discussed by 6 participants (Morgan, Nat, Izzy, Kelsey, Alex, & Cassidy). Alex commented "In the community you have supporters and detractors—people who think there shouldn't be men in a Women's College for instance. Many other equity issues. Consequently, we are always walking on a tightrope" (Int. 1, p. 17). Izzy's strategy to deal with the issue was "Denial. There are things related to human rights and justice here, where I do feel uncomfortable with certain points of view. But, it is a minefield" (Int. 1, p. 24).

According to Nat and Cassidy, as international educators, there are times when you just have to "zero out" (Cassidy, Int. 3, p. 2) particularly in relation to human rights issues, social justice, and racism: "You have to switch off. There are zero human rights in this country, and I can't do anything. You have to be able to take your personal politics out of the equation. Otherwise, you will suffer" (Nat, Int. 1, p. 11). Cassidy related a recent incident:

> A student came to me, she was 17 and her family was demanding that she marry her cousin. She was beaten terribly when she refused and, in a few weeks, she will be married. I have another student who was upset about her family's maid being mistreated. I was thrilled that these students were questioning normal occurrences here, but it kills me because I can't do anything. One time, in my apartment building, I helped a maid "escape" from an employer who abused her; I took her to a shelter, but even that could have landed me in serious trouble. Jail perhaps. (Int. 4, p. 11)

A very challenging aspect for international educators relates to social justice and equity issues. Dubai is a developing country and some issues arise that caused intense feelings of tension for these participants, particularly as their ability to intervene was constrained and consideration of these issues must be undertaken with care.

Fear. There is no job security in international education according to participants. Participants reported that any mistake can and will be construed negatively against them, which lends to a fear of consequences. This was an aspect of life as an international educator, regardless of place according to seven participants (Corey, Izzy, Morgan, Parker, Shane, Nat, & Cassidy). Corey explained:

> You can want to do things, but it is difficult to know how far you can take it. And, when the backlash hits. … We all know people who have suddenly been walked off campus, and given 2 weeks, 1 week, or less to clear out, Visas cancelled. That is real. (Int. 1, p. 11)

Nat commented, "When I taught in [different country] my university fired 80% of the faculty. Just like that. And that was a typical thing" (Int.1, p. 12). Morgan stated "We are

aware that regardless of any issue, if we can be blamed, we will be. You can be on the next plane out that day and everybody here knows it" (Int. 1, p. 17). Corey related a recent event:

> A member of faculty in passing made a remark about [a local] charity. Basically, this person said she had given enough money and if Dubai cared enough there were plenty of rich people here to contribute. She was reported and accused of criticising Sheikh Mohamed. She had to go through this whole ordeal. Now, you have to question yourself, at what point it is a bit like the days of witch-hunting and the inquisition. Here, sometimes the truth must be masked. Universities are famous for expressing viewpoints. Here, you can't. (Int. 1, p. 29)

Morgan believed that there existed a connection between being an international educator, educational administration, decision-making, and use of power. Morgan stated:

> We have to put up with very oppressive administrations, with very bad decisions made at times, we are totally on our own and personally held responsible for anything and everything. Thus, we have become excellent self-censorers. (Int. 1, p. 17)

HD1 educators Kelsey, Bailey, Corey, and Cassidy reported experiencing trepidation in relation to field trips, where students were chaperoned by educators and taken off campus for a learning experience. DWC encourages that all students have one field trip per semester, but this is filled with challenges not encountered in other contexts. There are many restrictions regarding where students are allowed to go for field trips and in relation to their actions in public, off-campus, enforcement of which falls on the educators chaperoning the field trip. For example, no student is allowed anywhere unescorted, even the bathroom. Students cannot be seen eating in public. All students must be dressed in the national attire, *abbayahs* and *shaylahs*, properly secured when on field trips or for public campus events.

Cassidy stated "they have to be guarded every single second they are off campus" (Int. 3, p. 14). Bailey noted "If you decide to go and take them to a place, most are restricted. It is something the college can work on" (Int. 3, p. 22-23). Corey explained:

> There are so many constraints on where you can and cannot go, which no longer reflects the reality of our students' lives. It is quite insulting; the assumption is if you let loose, these girls will behave in an undignified and disrespectful manner and that is absolutely incorrect. But, field trips are fraught with danger. When [the teachers] come back into the college gates, we look at each other and say "we survived" (laughter). (Int. 2, p. 16)

Kelsey (Int. 3, p. 8) was both excited and concerned about field trips. When you involve students in field trips, choosing the place, figuring out the educational value, and making the arrangements, and when you consider the social standing of many of the students, a field trip can be an amazing experience that could not be replicated elsewhere. Kelsey observed:

> Again, in this context only… we took an airplane and we flew on a field trip to [name of island in the UAE]. Taking off in a huge military carrier and flying there—unbelievable—only here could this happen. Normally, you are faced with this context. It isn't just taking students on a bus with everybody responsible for themselves. You have to cover your ass in every respect. It's another symptom of what we have to do here. (Int. 3, p. 8)

A profound tension for participants related to fear of mistakes or reprisals for mistakes attributed to them regardless of merit. These participants were well aware that they could expect no job security in their international experiences and operate with that

understanding. Due to social standing of students, field trips warrant both tension and excitement for new encounters.

Public pressure and media backlash. Five participants (Drew, Alex, Parker, Morgan, & Cassidy) acknowledged that DWC faces the potential for media backlash due to its commitment to innovation and achievement for students' engagement. They recognized that some curricular elements taught and educational opportunities that are part of the DWC approach have the potential to be "blown out" of perspective by the media and public at large. Alex identified "The press are not very accountable and they will print whatever they think will sell" (Int. 1, p. 19). Drew noted "The media here are quick to pick up on anything that could be seen to be insulting to the culture or something that is taken out of context" (Int. 1, p. 17). Cassidy related an example:

> Many of our initiatives push boundaries in a way that tries to balance the public concern. Prior to the Bazaar event, there is an assembly where student behaviour appropriate for a public open event is discussed: appropriate dress, wearing *abbayahs* and *shaylahs*, not too much makeup. ... In any other context, this would seem odd. Here, it is required because the media focus their criticisms on the public appearance of our students and passions become inflamed with the traditionalists who don't really want their daughters to come to college anyway. (Int. 4, p. 5)

Educators in HD1 encountered tensions in their work that directly pertained to their foreign status. These tensions were: social justice, equity, and human rights; fear; and public pressure and media backlash. These tensions contributed to their decisions regarding design and implementation of the HD1 curriculum.

Development and Implementation of Curriculum in Emirati Context: Mandates and Goals—Disconnect Between HCT and DWC

Data revealed a bridging of approaches between the HCT Academic Services and DWC. HCT Academic Services functions as an administrative office for all 16 colleges and develops the course outlines which articulate the mandatory learning outcomes, textbooks, and assessments for all 16 campuses. The HCT course outlines and their corresponding outcomes, according to 8 participants (Jaden, Parker, Taylor,Ellis, Morgan, Izzy, Corey, Cassidy) are traditional and too heavily burdened. Cassidy described them as "loaded and assessment driven" (Int. 3, p. 4) and Corey noted, "We drown in learning outcomes" (Int. 2, p. 8).

DWC, one of the 16 colleges, designs the curriculum, following a constructivist, task-oriented approach but ameliorates the task-based approach with HCT's course outlines and HCT's Graduate Outcomes (see Chap 1, p. 18). The construction of the Higher Diploma Year 1 (HD1) curriculum and the corresponding lesson plans were created by the HD1 faculty team of international educators at DWC and were implemented at DWC only. According to Alex, the primary goal for DWC is "Everybody working as a team for students' success: faculty, supervisors, Student Affairs, The Career Centre. That is our goal" (Int. 1, p. 17). Participants discussed students' success in two interrelated ways: ability to obtain employment and confidence in the public domain. Five participants (Alex, Drew, Jordan, Taylor, & Morgan) connected students' success to graduating and obtaining employment in society. Taylor stated:

> My ultimate goal is to get these students to graduate because it will improve their life circumstances. If they miss out on learning a skill but graduated, I would prefer that

> than learning a lot of skills and failing ... failing, here, potentially affects the whole quality of life [for students] for the rest of their lives. (Taylor Int. 3, p. 5)

Ten participants attribute students' success to engagement and confidence in a public, communicative sphere (Parker, Alex, Perry, Jordan, Cassidy, Morgan, Spencer, Addison, Jaden, & Ellis). Both descriptions of success involve Emirati female students' ability and confidence to engage meaningfully with their changing and competitive world. Alex stated:

> We are about preparing Emiraties to be useful citizens by working and taking their place in this society: the technical competence, the ethical behaviour, and the confidence. You need confidence to interact and contribute in your world. This developing country is 95% expatriates in Dubai and the leaders want Emiraties to participate. It is important that our curriculum consider the practicality of values, skills, knowledge, and attitudes of students so they can go out there and compete with those expatriates. (Int. 1, pp. 8-9)

Ten participants also discussed how a task-based approach results in Emirati students' ability to compete in Dubai's marketplace in three distinct ways: advanced technological skills, measurable English language proficiency, and teamwork and confidence in task performance (Morgan, Addison, Drew, Alex, Parker, Nat, Jaden, Jordan, Cassidy, Ellis). Jaden explained: "Feedback from employers suggests that our students work well with various [technological] applications" (Int. 1, p. 15). According to 6 participants, many of Dubai's employers require success in the form of the International English Language Testing System (IELTS) (Jaden, Jordan, Morgan, Alex, Parker, Nat). Five participants (Izzy, Morgan, Nat, Shane, Cassidy) believe that this employer demand for IELTS provides a

""benchmark for students' [English skill success]. IELTS is accurate. It makes an equal playing field" (Nat, Int. 1, p. 8).

Importantly, 7 participants noted that the hidden curriculum elements of teamwork, consequences, responsibilities, and confidence with skills and abilities for task performance that emanated from the task-based curriculum is crucial to students' learning (Cassidy, Morgan, Parker, Alex, Kelsey, Jordan, Ellis). Ellis noted "What students have learned [in HD1] is the invisible curriculum" (Ellis, Int. 3, p. 5) and is not present on any form of assessment or accountability measure, such as,

> Our students can walk in a room, look you in the eye, and smile. They work well with other people. They have skills and can function in a business environment with professionalism. These are classic task-based learning results. Ironically, things employers like about our students are not reflected [in assessments]: It is our students' ability to communicate and express ideas, not a 1,000-word tested vocabulary that is important here. (Ellis, Int. 1, p. 18)

It appears a tension exists regarding the dual emphases of bridging of HCT's Academic Services course outlines and DWC's attempts to ameliorate those mandates with DWC's task-based curricular approach according to 7 participants (Morgan, Ellis, Izzy, Jaden, Parker, Taylor, & Kelsey). This tension is exacerbated by a perceived lack of interaction between the colleges and the HCT Academic Services, according to Morgan, Cassidy, and Taylor. Taylor stated "[We go into the classroom] not those people. They just want to be mouthy" (Int. 3, p. 8). Cassidy commented on a "roadshow" where a new member of upper management from Academic Services visited the college during semester 1:

> This guy had the nerve to stand on the podium and tell us "Teaching English is just" [shrugged shoulders]. I bet this person has never set foot in a classroom, probably his first time teaching outside the US, very disrespectful. We have been doing this a lot longer and are far more knowledgeable about teaching than this idiot. (Int. 1, p. 18)

Morgan identified:

> We have a team that really wants to be cutting edge in the way we teach and what we teach but we have system-wide constraints—course outlines that are loaded. We have no input. [Academic Services] are not educators. They are definitely not curricular specialists. There is a huge disconnect between the teacher level of interaction and the people who are deciding the course outlines. (Int. 1, p. 11)

Five participants (Cassidy, Nat, Parker, Corey, & Ellis) noted that the existence of tension between dual emphases but also commented that this curricular tension allows opportunities for students to demonstrate their abilities through different approaches:

> There is a definite tension. Curricular tensions can be productive. They allow different students to shine in different areas. In this environment, you do need both. At times, the pendulum swings, but I would rather see it swing in the middle rather than to the extremes of task-based learning or objective assessment. (Ellis, Int. 1, pp. 17-18)

Thus, data reveal participants' identification of a difference between educational emphases that HD1 advocate in their design of curriculum. The first emphasis is mandated by HCT Academic Services in the form of course outlines with specific identified outcomes. The second emphasis is DWC's goal for students' success through task-based orientations to

curriculum. This difference is perceived as a tension, which is not necessarily negative. This tension is compounded by a perceived lack of interaction between the two entities.

Educating Emiraties as a Specific Community

For the purposes of this dissertation, I have delineated a distinction of Emirati nationals as a specific educational community because the implementation of HD1 curriculum is exclusive to them only. All participants specifically identified the importance of designing curriculum and implementation that acknowledges the fact that all students are Emiraties, have a specific culture, and are part of a particular community. For example, Bailey specifically identified this necessity even if you also have an Arab or Middle Eastern cultural background: "Everything is culture and religion here. Although I come from a similar Arab background, my background is still different" (Bailey Int. 3, p. 10). All participants identified that education for Emiraties is unique due to the rapid economic and social changes that have affected the Emirati people. Drew explained:

> Thirty years ago [they were] Bedouins, our students. Our students 30 years ago they would not have been at school ever. That depth of understanding is necessary. Outside of this country, people don't realize how far it has advanced in 30 years. (Int. 1, p. 22)

The following section discusses the data related to participants' perceptions of aspects that affect curriculum specifically for these female, Emirati students: implementation considerations; HD1 curricular content inclusion; and tensions related to implementation of this HD1 curriculum.

Implementation considerations: The Emirati students. This section discusses data patterns related to implementation of HD1 curriculum to Emirati female students as a unique

educational community included: welcoming of foreign faculty, Emirati female restrictions, preparedness for higher education, and "When you teach, I learn."

Welcoming of foreign faculty. Twelve participants specifically discussed the welcoming nature of Emirati students to the foreign faculty (Taylor, Shane, Addison, Parker, Ellis, Nat, Jaden, Jordan, Sam, Bailey, Corey, & Cassidy). Taylor noted, "They are lovely to teach" (Int. 3, p. 18). In the words of Addison:

> The people of the Emirates are very, very welcoming people. They would take off the shirt on their back and give it to you. Very hospitable, they welcome you to their homes, weddings, or different occasions and share with you even their most intimate and personal occasions. (Int. 1, p. 19)

Five participants (Taylor, Spencer, Jaden, Corey, Cassidy) discussed how students include foreign faculty into their lives through sharing information related to their culture particularly if they observed that the faculty were interested. Cassidy states, "They really want us to know about them, their families, their traditions, values, and ways of living and knowing" (Cassidy, Int. 1, p. 3). This sentiment was echoed by Corey who related a recent field trip experience:

> We went to an art exhibition of Emirati artists. This is something that is so sweet about teaching here: our students are inclusive, even as a foreigner they want you included. Students were very interested in the names [of the artists]. Here, names are incredibly important. From names, students know if you are from slave origin, or Iranian origin, or from what they call the "Bedouin." They were explaining to us as they went along—she is connected to this family and he is connected with that family. (Int. 2, p. 17)

Some participants noted students' acceptance of foreigners even during times of political strife: "In the UAE, if an international incident happens, you don't get resentment from students" (Taylor, Int. 2, p. 7). Cassidy related this phenomenon to respect for the teaching profession: "Here, culturally and religiously, there is great respect for education. Here, teaching is an honourable profession" (Int. 3, p. 34). Jaden noted, "This is an advantage we are blessed to have—it doesn't exist in many other places" (Int. 1, p. 20).

Several participants noted that occasionally issues surface in relation to the interaction between foreign faculty and Emirati students (Taylor, Cassidy, Jaden, Spencer, & Addison). Taylor stated: "The cultural difference here is so dramatic that you can't parallel" (Int. 3, p. 2). These 5 participants indicated the salience of faculty learning about Emirati social conventions, such as greetings, and particular expressions such as *bismillah.* Awareness of Emirati social conventions may seem minor to foreigners but this knowledge represents significant moments of embracing students cultural and has an impact on the classroom dynamic. For example, Addison explained "Some teachers don't understand that in this culture we like greetings. We acknowledge a person's existence. That really, really, really matters here. It is shameful to me [when greetings are not exchanged] and I do take it personally" (Int. 1, p. 21). Cassidy related an example:

> Sometimes foreigners expect the culture here to adapt to them. It doesn't work that way. You need to embrace Emirati cultural conventions. I used to feel annoyed when students arrived late to class with a greeting to all of 'Salam Alaikum' [Arabic greeting, Peace be upon you]. Until I learned that it is seen as extremely disrespectful here not to express a greeting regardless of what it disrupts. Learn and embrace their social graces. (Int. 1, p, 2)

Thus, data revealed implementation of the HD1 curriculum was influenced by the nature of Emirati welcoming of foreign faculty. Students were described as inclusive with faculty and willing to share information about their culture. Teaching is considered an honourable profession in Islam and Emirati culture. In addition, implementation of curriculum was influenced by awareness of the salience in Emirati culture of greetings and social conventions.

Nature of Emirati female restrictions. Although all HD1 students are Emirati females, there is diversity in terms of restrictions on their lives. Some students have very liberal families: they drive, go out by themselves, work, and make their own career and life decisions (Addison, Cassidy, Drew). Others are from conservative families: some do not leave the house, except to come to college, without their father or male guardian escorting them according to 11 participants (Drew, Morgan, Parker, Shane, Kelsey, Ellis, Spencer, Izzy, Corey, Addison, & Cassidy). Corey stated "A lot of our students are quite sheltered. Many have not been out and about in Dubai, on their own or with other students. A lot of them have never been inside a workplace before. That can be a bit scary at first" (Int 1, p. 2). Morgan noted "Many students haven't been socialized into the modern world" (Int. 1, p. 3). Kelsey related the following:

> At one stage, I was trying to integrate business vocabulary and money concepts. One lesson dealt with banking. The ATM machine was in the cafeteria and I took the class down and I said, get out your ATM cards and your pin numbers and we will talk about the vocabulary and concepts. They looked at me blankly. "What is an ATM? My brother or father does this." They had no concepts for dealing with money. (Int. 1, p. 14)

Drew explained that

> coming to the college is a huge transformational process for students. They're able to explore what's happening in the real world. Many times this is the first time they are allowed to explore the Internet on their own without a brother or a father or an uncle being there watching every site they go to. (Int. 1, p. 18)

Eight participants noted that many DWC students have very limited contact with the large expatriate community of Dubai (Morgan, Izzy, Kelsey, Drew, Addison, Alex, Corey, & Cassidy). Morgan explained

> How many places in the world do you have this kind of isolated population being educated in isolation by non-members of the population? You can't even look to other Middle Eastern contexts as the same, like Oman or Qatar. There is more diversity and more understanding of the real world in both of those places. This particular group has been isolated from other people for the last 30 years. (Int. 3, p. 4)

All participants noted that contact with the foreign faculty is often students' first international interaction with foreigners in a sustained way. Ellis explained, "What the Sheikh has in mind is he wants to create a safe international atmosphere where the students can gently experience. We are hired here as international educators to bring the world into the classroom" (Int. 2, p. 31).

The gender of faculty and students' social restrictions can have an impact on the implementation of curriculum. Nine participants articulated that few students are accustomed to interacting with men who are not in their immediate families (Morgan, Kelsey, Bailey, Corey, Parker, Cassidy, Ellis, Spencer, & Jaden). Kelsey described "If you are a male teacher here, you have a restriction as to the kind of interaction you can have with

students. There is a wall" (Int. 1, p. 20). Bailey identified ,"You need to be careful. When students have their laptops open and I want to show something ... when you get close to them, I will say 'just take your hands off.' Proximity is very important here between men and women" (Int. 1, p. 25-26). This is challenging for students because most the HD1 faculty are men. Parker explained:

> In terms of their [prior] schooling, they only had women [teachers]. When they come to us, they are in shock when their first teacher is a man. It is a massive jump for them, but vital. It plays to [the reality of] going out to the workplace. Understanding that they are going to have to work with men, men are human beings, women and men can work together as equals. (In. 2, pp. 18-19)

According to participants (Parker, Ellis, & Bailey) many students become accustomed to male presence on campus. As observed by Ellis, "By the end of their year, they're usually quite comfortable to come have a bloody good argument at the desk of a man, which they weren't previously" (Int. 2, p. 31).

In addition to students' restrictions regarding contact with foreigners, and men, all 19 participants identified that few students have real-world work experience or exposure, an aspect that sets DWC's students apart from other educational contexts. For example, few HD1 students, if any, prior to college life, have ever had or performed summer employment, internships, household chores, volunteer work, any form of work-related task, or left the house unchaperoned by a father or brother. Morgan commented, "Many of our girls lack motivation simply because they have never had the opportunity to do something. They don't think they can do anything. This forms part of their psyche—a learned helplessness" (Int. 1, p. 3).

Thus, implementation of HD1 curriculum was impacted by differences in restrictions on women. While some students were from liberal families, most are not. The cultural restrictions discussed in the data related to: lack of interaction with foreigners, lack of exposure to non-family related men, and students' lack of exposure to work experience.

Unprepared for higher education. Data from all participants suggested that students' prior educational experiences in elementary and secondary schooling leave students unprepared for higher education. This lack of preparedness affects implementation of HD1 curriculum in four ways: lack of basic Math, English, and analytical skills; lack of study skills necessary for higher education; understanding of passive learning as an educational norm; and a fear of making mistakes in the classroom.

HD1 curriculum represents a significant transformation for students from all of their prior educational experiences according to 9 participants (Drew, Morgan, Alex, Addison, Sam, Parker, Ellis, Nat, & Kelsey). All 19 participants agreed that most students arrive at DWC lacking basic English language skills, and in many cases lacking Arabic literacy skills (Morgan, Alex, Cassidy). Many students lack the Math and computer skills (Morgan, Taylor, Bailey, Shane, & Sam) necessary for higher education. Morgan commented:

> They can't work out 10% of 100 or figure out the order of operations to use in a given situation. That holds them back from understanding economics; they don't understand numbers. They don't see how zeros make a difference or that millions and billions are not the same. (Int. 3, p. 10)

Other comments regarding students being unprepared for higher education included:

- Alex: "This is part of our context. We know about the quality of many of the schools here. The 'English' teachers don't speak a word of English" (Int. 2, p. 3).

- Parker: "Even their English classes aren't conducted in English" (Int. 1, p. 19).
- Basic analytical skills are lacking prior to HD1, according to 5 participants (Taylor, Izzy, Sam, Alex, & Morgan).

As Taylor explained:

> Through no fault of their own, students do not possess analytical skills in mathematics. It is how they have been educated. I never underestimate their intelligence ability. It is applying critical thinking, logic with regard to mathematics analysis. (Int. 2, p. 5)

In addition to lacking basic English, Math, and analytical skills, all 19 participants acknowledged that students arrive to college completely unprepared for the responsibilities of higher education. Alex responded "Our students, many of them have grown up in an incubator. Many of them have spent 12 years in a vacuum instead of in a school. They don't gain much from their [prior] school experience" (Int. 1, p. 5). Cassidy noted "Students can spend 12 years in school and some have never opened or maintained a notebook" (Int. 1, p. 18). All 19 participants acknowledged that student unpreparedness for higher education represents a significant implementation factor for HD1's task-oriented curriculum because students don't understand how to engage with this form of learning. According to Addison:

> The college becomes a dumping ground, meaning they graduate from high school and they are thrown to the far end of the pool. They have to swim or sink. They don't really have an understanding of what it takes to be a college student. Students come thinking that they can carry on with the habits they had from high school. (Int. 1, pp. 3-4)

In addition, students' prior educational experiences foster a passive form of engagement with learning with few interactive and collaborative learning opportunities, according to 13 participants (Drew, Parker, Addison, Sam, Kelsey, Jordan, Ellis, Jaden, Morgan, Alex, Izzy, Spencer, & Corey). Ellis explained that "Students are starved of those opportunities in their early education" (Int. 1, p. 12). Drew noted "In this context, the traditional 3 R approach, read, recite, regurgitate approach, and the sage-on-stage approach is very accepted in high schools and secondary education levels" (Int. 1, p. 9). The carry-over effect into HD1 is that students are well-versed with the Transmission Model of Education as the andragogical norm and expect this norm to be implemented HD1:

> As passive learners [in] schools, they just listen to stories being read to them. The ability to see beyond what is said or beyond what is read is missing or eliminated. This is when you are engaged. It's active, you are brainstorming with ideas. It's the self-engagement that is important, but not happening yet in the UAE. (Addison, Int. 1, p. 2)

Seven participants observed that students arrive to HD1 lacking meta-cognitive awareness (Cassidy, Morgan, Parker, Kelsey, Parker, Izzy, & Drew). Students arrive to HD1 without having thought about learning strategies, or given thoughtful consideration to how they as individuals learn best. Drew stated that "The biggest challenge is students' understanding how they learn and how they can improve their style of learning" (Int. 1, p. 9). Ellis noted "awareness raising [about learning] … is a huge issue here" (Int. 1, p. 6) and was the underlying reason behind inclusion for many curricular elements. Parker stated "Our students, when they arrive here, don't know how to **be** students" (Int. 2, p. 12).

Students at DWC have experienced a transmission model of education in the elementary and secondary educations according to 13 participants (Morgan, Kelsey, Bailey, Alex, Addison, Cassidy, Parker, Sam, Shane, Spencer, Corey, Izzy, & Taylor). Participants observed that their students did not understand the concept of completing homework. In addition, if there is no grade attached to homework, they do not complete it. Alex, for example, observed that "Students haven't done homework. It is not part of their ethos" (Int. 2, p. 4). Bailey confirm Alex's observation and also noted the lack of motivation to do homework: "With our students it is difficult. They don't give it a thought" (p. 6) and also states "If there is no grade on something, it is not done. That is the problem" (Int. 3, p. 27).

Further, in their prior schooling experiences, students often arrive at the college with experiences that leave many students with a sense of trepidation of public exposure of mistakes, according to 4 participants (Morgan, Cassidy, Shane, & Ellis). Ellis observed that students feel "a great fear of making mistakes in this context. Ironically, by the time they leave HD1, they seem to have worked that out—at some point in semester 2 they think, 'I am not a bad student'" (Int. 1, p. 5). Shane thought, "From a cultural point of view, I don't know whether students feel comfortable [asking for help]. On a number of occasions, I learned that they did not understand and went to help them. They say 'we were too shy or we didn't want to ask you, or offend you" (Shane, Int. 1, p. 3). Cassidy explained, "The first hurdle is helping students understand there is no shame for giving the wrong answer. The classroom is where you can explore mistakes" (In. 1, p. 11). Sam commented, "They are afraid when they have to make a decision. It goes back to that question/answer philosophy. Here is the question and the right answer is…?" (Int. 3, p. 7). Morgan noted:

> Students think if they give the wrong answer, they will be embarrassed by the teacher. That is a method of learning that is not gone yet from the public school system. Here, you do not admit that you can't do it, or don't know how (Int. 1, p. 3).

Thus, in this educational community implementation of HD1 curriculum was affected by students' lack of basic skills in English, Math, and logic and analysis. Implementation was influenced by prior educational experiences that supported passive engagement with learning and by students' lack of awareness of their own learning styles and different learning needs. As Alex summarized, "They are underprepared [for higher education]" (Int. 1, p. 6).

"When you teach, I learn". Initially, most HD1 students arrive unable to assume responsibility or assert independence over their own learning and are uncertain about what it means to be empowered as self-directed learners, according to 11 participants (Parker, Nat, Morgan, Corey, Jaden, Bailey, Addison, Alex, Drew, Kelsey, & Cassidy). Bailey stated "They are not independent learners" (Int. 1, p. 19). This aspect appears resistant to change: Corey observed "Our learners are not the greatest ones for taking notes or keeping records—stuff that at the college level you think you should not have to tell them to do" (Int. 2, p. 16). All curricular documents emphasize the importance of students assuming responsibility for their success in HD1 and the concept is continually reiterated throughout by all faculty and supervisors. However, initially as Morgan explained,

> Students come to us the first day of college with no pen, no paper. They don't keep handouts. They are not academically inclined in any way. They can't organize notes in a chronological order, and they don't use a highlighter. We are teaching things like: you have to bring a pen to class. (Int. 1, p. 8)

Addison attributed this to how students conceptualize education: "They think knowledge is like an aspirin pill" (Int. 1, p. 2) to be obtained in class as "students feel that learning is held in the teacher" (Morgan Int. 1, p. 3). Ideologically, according to 7 participants, many students feel that learning occurs directly from the teacher, so they do not feel compelled to learn independently. As well, many parents feel their daughters should be either at home or, if at school, in a classroom in front of a teacher as that is the locus of learning. Alex recited

> The fights we still have when we try to keep students on campus. If students had a free period at 10, they wanted to go home. I probably spent at least 1/3 of my time talking to students and parents about the importance of using that time for reading, working on assignments, going to the library. [The belief is] "If she is not in a classroom in front of a teacher then she should be at home." The battle goes on. (Int. 1, p. 6)

Spencer confirmed "We are some distance from being able to get them to be lifelong learners and recognize the importance of keeping up with developments in their fields. We are not there yet" (Int. 1, p. 15).

This lack of self-directed learning affects implementation of HD1 curriculum, because there is a mental shift required on the part of students as they enter HD1. The design of the task-based curriculum is intended to scaffold students in developing self-directed learning skills, according to 9 participants (Nat, Taylor, Jaden, Morgan, Spencer, Jordan, Sam, Cassidy, & Drew). Nat explained:

> There is far less hand-holding [in HD1]. Individual responsibility is an undercurrent of our curriculum. The biggest thing is that students need to grasp that they need to

> work on their own. That is a mental shift for them. They see the consequences [of not making the mental shift] in learning cycle 1. (Nat. Int. 2, p. 1)

The result was that students were initially confused about curriculum that is task-oriented and learner-centred according to 13 participants (Morgan, Drew, Parker, Ellis, Shane, Spencer, Bailey,Taylor, Izzy, Addison, Jaden, Alex, & Cassidy). From the first day of HD1, implementation of HD1 curriculum presented "a huge learning curve" (Drew, Int. 1, p. 9). Jaden commented, "They struggle with the whole concept" (Int. 1, p. 4). Addison believed this was a flaw in the orientation process. Addison commented that students needed a "proper introduction about the link so they can move things from the head to the hand" (Int. 1, p. 3), a comment Taylor confirmed and explained in detail:

> They have got to move into a more free thinking form of learning in HD1. The HD1 approach is "get out and find out how this stuff applies in the real world." That is a fairly big challenge for all faculty in Year 1—to move them into that mode of thinking. They have the reins. (Int. 2, p. 14)

Interestingly, 5 participants (Morgan, Spencer, Jaden, Ellis, & Cassidy) reported that after the first semester, many students begin to make an ideological connection with self-directed learning and the curricular tasks they are required to perform. The tasks themselves supported students' engagement in the learning process especially as the tasks were public events. Morgan commented

> They are achieving a lot in an anecdotal sense. They are able to articulate that now they understand why they have to do their own reading summaries, what they have learned. Meta-cognitively, they are making better connections between what it is the individual does [herself] and what the outcome is. (Int. 2, p. 1)

Jaden also made this point and believed that the three main curricular tasks supported students' development of self-directed learning: "If you can get this kind of student engagement in learning, which our curricular tasks offer, more learning takes place because it is much more memorable and meaningful for most of our students" (Int. 1, p. 4). In addressing the implementation of a task-oriented curriculum approach, Ellis (Int. 2, p. 12) and Spencer (Int. 1, p. 5) both identified that the most successful approaches to scaffold a self-directed approach were those that impose

> an external client [such as the Company Visit presentation] and external deadlines [Bazaar and Current Issues Forum which are open to the public]. It naturally builds a lot of the framework into it. The students know on that specific date they have to be prepared for the event. If they aren't, we are all going to look foolish and our reputation in the country will be ruined. Their external clients are going to be judging our students. Their public reputation is very important to them. (Spencer, Int. 1, p. 5)

Five participants commented that a task-based learning activity with a public face lends itself to some of the strengths of the students (Spencer, Cassidy, Taylor, Morgan, & Ellis). Inevitably, regardless of the best plans, sometimes crisis situations happen: financing for a Bazaar business is delayed, a delivery truck is stopped in traffic, refrigeration breaks down, cash registers stop functioning, desert sandstorms, rain storms, or excessive heat happens, any number of fairly typical issues have to potential to arise and cause problems with any public situation. But, as Morgan noted, "It is like chaos theory. Students can adjust once pure chaos [hits]. They can respond—extremely well" (Int. 1, p. 14). Ellis stated "Our students have an incredible tolerance of chaos. They feel 'it is our responsibility. We have

ownership of the event and people are looking to us so we will make it work.' This is their real strength. They don't give up easily" (Ellis Int. 2, pp. 11-12).

Shane made an interesting comparison: situations where DWC students excel are the same situations where "In a Western culture, in this situation, there would be absolute bedlam from students" (Int. 1, p. 7). Morgan suggested "Here, students are able to pull together resources, usually at the last minute, to get the job done. They will enlist maids, drivers, brothers, whatever and whoever they can get. They pull it together to make a cohesive whole" (Int. 4, p. 4). While servants, brothers, drivers are expressly not allowed on campus, and are unable to help with the labour of tasks in the booths, they can pick up deliveries, collect paperwork for signatures, or other small tasks if a crisis occurs. Cassidy responded "If you have an activity with a public face, and it just has to happen, these students can respond to chaos and crisis and they can pull anything off like no one else. Come hell or high water, the public face will shine" (Int. 4, p. 19).

In summary, participants in this study indicated that students arrived in HD1 with a belief that learning rested in the hands of the teacher, and unless they were in a class, in front of a teacher, no learning occurred. This stemmed from both prior schooling experiences and ideologies prevalent in the community. For this reason, the task-oriented approach to curriculum was very challenging for students as they had to make an ideological shift, which appeared to occur during learning cycle 2. As well, participants disclosed that students functioned and responded particularly well with tensions that emanated from public task curricular activities.

Curricular inclusions, educating Emiraties. This section discusses participants' perceptions regarding the inclusion of specific elements in the HD1 curriculum to address

Emiraties' needs as a specific educational community. Categories discussed are: students' experiences; the curricular tasks, Company Visit, Bazaar, Career Majlis, Bank, and Current Issues Forum; Emirati identity and empowerment; and curricular emphasis on authentic, relevant, experience.

Students' experiences. Students have had opportunities to engage in specific experiences in the home and community that can inform instructors as they consider implementation that related curricular content to students' lives. According to 6 participants, all students had participated in events such as: planning and organizing weddings, caring for children, organising servants, welcoming and entertaining guests, organizing for religious events such as Ramadan, Eid al Fetr and Eid al Adha, and in-home entertainment (Addison, Ellis, Shane, Morgan, Alex, & Cassidy). In addition, some students at DWC have travelled with their families to places such as England, Syria, France, Jordan, Egypt, and Iran and have been involved in organizing for these excursions. Morgan discussed:

> Weddings and the planning of them are a BIG deal here. Every single female student can relate strategic planning to the strategic planning required for weddings. Students always get it when it directly relates to something important in their personal lives. Contingency plans and problem solving, you can relate them very easily to problems they encounter in their group work (Laughter). (Int. 3, p. 6)

Six participants identified that capitalizing on these experiences was important because students understood those activities (Addison, Cassidy, Ellis, Shane, Alex, & Morgan). They had this background knowledge and "relating our content to what they already know intimately as part of their lives, makes the information understandable, relevant, and important to students" (Cassidy, Int. 2, p. 20) and "leaves them with a positive

feeling" (Ellis, Int. 2, p. 7). These kinds of connections with students' experiences were important because students needed these connections in order to comprehend new and seemingly strange learning concepts. Addison explained the importance of scaffolding learning on students' prior experiences:

> Students need to be taught things that they can relate to in their own lives. If I am teaching them about teamwork, an example that they can associate with is a wedding. An Emirati wedding requires team work. Throughout the wedding plans, all members of the family are involved. Somebody has to take care of the cards, flowers, cake, and somebody must supervise. During the wedding, they make sure that their customers are satisfied, their visitors and guests. The following day is a feedback session, who came, who didn't come, who was wearing what, what was nice, what went wrong, how they can improve for the next wedding. Otherwise, what is team work? They have never played sports. They have no concept of team work. If you want to teach them something you have to start with concepts that are close to their heart, close to their environment. Here, this is what makes a difference in their learning. (Int. 1, p. 4)

Morgan noted a challenge for foreign faculty

> We don't know exactly what Emirati culture is because: it is not out there for us to grasp. There is very little written about it. Even those who want to learn about Emirati culture can't find out. And here, understanding this context is vital. (Int. 3, p. 4)

In an effort to meet this challenge, 5 participants specifically stated that students' are a wealth of information about their culture and very willing to share (Addison, Morgan, Shane, Corey, & Cassidy). Cassidy relayed an example:

> I had trouble teaching professional writing until students began sharing their stories about social etiquette with wedding invitations and parties. Students do not necessarily understand formality in professional writing, like an introductory email for the company visit. Professional written etiquette is not easily relatable for them, but they absolutely understand social etiquette. So I created a lesson on Email Etiquette as a form of social etiquette. That makes a bridge in their learning. But, you have to be willing to go real deep in your own learning here. (Int. 2, p. 21)

Five participants reported that students also responded to and made connections with narratives, details, or discussions from teachers about their lives, families, and their homelands, especially if humour was incorporated (Morgan, Shane, Ellis, Corey, & Taylor). Taylor stated "They have got brilliant senses of humour" (Int. 1, p. 27). "I find that the more I use analogies, the better. They relate it to a real world experience. They are fascinated by the similarities to their own cultural background. The reaction is amazing" (Shane, Int. 2, p. 10). Corey also stated that students loved stories of the educator's experiences and believed this was important particularly in this context. Corey commented:

> Here, with our students who are coming from a restricted environment, they love to ask you questions about your world, your home, what you have learned. They are amazed that you know things. I think that is a big part of what we bring. We are not really very typical of other teachers. We are ambassadors of our nations, but in actual fact I don't think our nations recognize us (laughter) as being of our homelands. (Int. 2, p. 23)

Thus, the scaffolding of students' experiences that were typical and representative of their lives made a bridge between the new content and their ability to learn. Foreign

educators in this context learned as much as possible about students' lives and culture in order to create optimal learning opportunities, which was not without challenges. However, students' themselves were identified as valuable resources. In addition, some participants believed this sharing was reciprocal. Students desired to learn about their instructors as well.

Curricular tasks: Company Visit, Bazaar, Current Issues Forum (CIF). HD1 curricular tasks were: Semester 1: Company Visit Presentation and Bazaar (with Career Majlis and Bank); and Semester 2: Current Issues Forum. Students performed and completed these tasks in groups. These tasks were public events and formed the core for students' achievement and learning for the academic year. All lesson plans and evaluations emanated from these three tasks for all four core courses: Math, English, Business and Information Technology (IT).

The first curricular task was a Company Visit Presentation, which was a group presentation, in class and marked by the Business, Math, and English teachers. Students working in groups chose a company in Dubai, contacted the company to arrange for a group visit and interview with a supervisor, preferably an Emirati woman, to ascertain the company's fit within an economic sector in Dubai. Students developed an interview protocol to elicit information regarding the company, macro and micro economics (Appendix F, Research Analyze and Report, Company Visit). Students then created a presentation of their results from the visit.

Five participants stated that the Company visit presentation caused "enormous conflict because the penny drops" (Nat Int. 2, p. 1). Nat stated, with this task came students' realization that "if they don't work together, if somebody in the group doesn't pull her weight, then the whole group suffers" (Int. 2, p. 1). Cassidy, Morgan, and Perry believed that

this task models for students how professionals must work together to accomplish a task because it involved and was evaluated by 3 HD1 teachers, Math, English, and Business faculty modelling collaboration. Perry states "The three subject teachers sit in that presentation, each evaluating a different aspect. Sometimes, that is what it takes to inform the students. That's where it is all brought together" (Int. 1, pp. 18-19).

Morgan, Taylor, and Perry believed that the tasks, especially this first task, allowed students to begin to make the "link between school and what is going on in Dubai's economy" (Taylor, Int. 2, p. 8). However, 5 participants reported students had difficulty making the extended connections in concepts or interpreting information beyond what was explicitly stated in the Company Visit presentation (Izzy, Perry, Kelsey, Sam, & Morgan). For example, Perry noted in relation to students' planning of the task,

> Students have trouble dissecting the topic. The most difficult aspect is getting them to identify the questions [for the interviewee] that elicit the answers to feed in to the information they need. When you ask them to make up questions to get particular answers related to theory, they have no idea where to begin. (Int. 1, p. 17)

During the presentation itself, difficulty rests with students' comprehension of the information they have amassed from their research (Izzy, Taylor, Perry, Kelsey, Nat, Sam, Morgan). Kelsey commented, "When students are asked to interpret, extrapolate, or critically evaluate anything that is off the slides, many can't" (Int. 2, p. 2). Kelsey further explained:

> There was very little in-depth knowledge present. They spout Gross Domestic Product figures, but if you ask them to analyse or talk about them, they have very little idea. With Maths, if you ask the students to talk about a line in a graph [that

> they have used in their presentation], "what is the trend represented?" They can make the line appear but many can't or won't discuss what it means. (Int. 2, p. 2)

Morgan identified that students engaged in a traditional, transmission model of learning in their presentation by reciting word-for-word information, without actually understanding the meaning behind the information during this first curricular task. Morgan explained:

> They memorized the definitions, but they haven't taken on what they actually mean. They have gone to visit a company, brought back information, cut and pasted the information from that company onto PowerPoint slides. During the presentation they read, word-for-word from the slides, but when you question them on what it means, they have no idea. They have not thought about the information or the concepts. They have not tried to deconstruct it; they have just memorized. And, they just accept what they are told they don't question accuracy. (Int. 2, p. 2)

Interestingly, 9 participants reflected on this first curricular task and identified that important learning from this tasks rested with giving students an opportunity to have an experience and interact with Dubai as a global marketplace and experience the organization of the event for themselves (Cassidy, Parker, Jordan, Corey, Morgan, Perry, Ellis, Izzy, Nat). Kelsey commented "I feel that the real learning is in the experience—of going out and arranging, getting it wrong, getting it right, seeing the person, talking to the person" (Int. 2, p. 2). Izzy reflected on the students' experience:

> The company visit gets the girls out of their comfort zone and forces them to do things that a lot of them had never had to do: call up a company, visit a company unchaperoned to get information, ask questions. Those are the things that give them a real sense of satisfaction. It gives them useful skills: using presentation format,

encouraging language in a public setting. They can get a real sense of satisfaction out of that. (Int. 1, p. 11)

Nat, Morgan, and Cassidy found that after the students arrived back at the college after the company visit they were inspired. "Going out there, meeting people at the company. You could see it, they grew; it was a fantastic experience for them. The learning from this experience was responsibility and independence" (Nat, Int. 2, p. 1).

All participants commented that the Bazaar task of learning cycle 2 in semester 1 was a curricular high point. All participants identified it as a highly collaborative, important educational event for students. The curricular task was the Bazaar where the entire campus was transformed into "a huge souk. It's a wonderful opportunity for the ladies. They come back to class after Bazaar changed. They became aware of the broader picture" (Ellis Int. 1, p. 29). During the Bazaar event, HD1 students working in groups were assigned to HD2 groups who created and ran a business for the 3-day event. HD1 students acted as employees to the HD2 students' businesses (Appendix G, "DWC Bazaar"). During Bazaar, some students were designated to work for HD2 employers in DWC Banks (Appendix H, "Bank"). Ellis noted "Our students work for HD2 students, very humbling. It is a wonderful process going on: boss and employee in a quite a sheltered atmosphere. I think it is good for them; students learn for next year when they are the employers" (Int. 1, p. 29).

Four participants (Cassidy, Parker, Addison, and Sam) appreciated the potential of Bazaar to allow for innovative business ideas from students. Cassidy commented "I loved the costume portrait studio idea" (Int. 2, p. 18). Parker elaborated further:

You get some really entrepreneurial girls. Some girls started a car washing service, which was fantastic. They did the cleaning and they buffed the cars and they made a

> lot of money. Girls had a business where you could hire gyroscopic controlled balance machines to stand on. You hire them and go around the bazaar. There have been some real interesting ideas. (Int. 1, p. 6)

This particular event demonstrates HD1's curricular ability to adapt to changing circumstances. During the academic year of 2008-2009, HD1 students outnumbered HD2, which meant that there were not enough HD2 businesses and banks to employ all HD1 students. In addition, HD1 had a cohort of evening students comprised of full-time employed students and full-time HD1 students working very hard to complete their education. For this academic year, this evening cohort was larger than usual and formed two-class group. As they were also required to complete the Bazaar task, and given their working schedule and life experience, a new task was created by the HD1 team. The HD1 faculty and the DWC Career Centre collaborated and created a new curricular task specifically for these HD1 evening students called Career Majlis (Appendix I, "Career Majlis").

Thirteen participants stated the Career Majlis was a high point of the academic year (Drew, Morgan, Addison, Alex, Taylor, Ellis, Jordan, Shane, Sam, Cassidy, Spencer, Parker, & Drew). Addison commented "this is learning that matters, relevant, real, and shared knowledge that is student-driven" (Int. 1, p. 19). The Career Majlis consisted of a student-designed and decorated discussion area where students in groups created presentations and facilitated discussions with a.m. regular students and visitors about issues of working life and family life they deemed as important to Emirati women. The topics themselves were student generated, chosen, and researched: Creating a Family Budget (all groups); Working for a Foreign Supervisor; Women's Roles; Emiratization; Time-Management; Change, Tradition

and Modern Life; and Work Challenges and Strategies. Morgan commented that the Career Majlis

> works to the strengths of the evening students. They were able to provide a service where they considered pieces of information that they felt were important as working, Emirati women. Then, they explained that information to the daytime students who don't know very much about the world of work. (Int. 4, p. 1)

Further, in addition to working, and going to school, many of the HD1 evening students were married, with children and according to Cassidy ,"They are inspirational in their devotion to their learning, their work ethic, and their commitment" (Int. 4, p. 1).

The Career Majlis during Bazaar was identified as an excellent curricular moment. Taylor noted "The students running the Career Majlis got a lot out of it. They were committed, involved, and embraced it. Very well done" (Int. 2, p. 16). Sam commented "Math had some significance for students. Before the numbers meant very little, but now, students are engaged in budget calculations, costs, profit, loss calculations, and working out mean, median, mode inferential statistics. That is significant learning" (Int. 2, p. 14). Drew concurred with other participants regarding the students' learning through this project:

> Career Majlis during Bazaar [was exceptional]. There was a strong collaborative effort between the Career Centre, the HD1 teachers and the HD1 students. The night before, students were setting up, walking around [promoting their majlis], running around in circles. They realized that they weren't organized with many things they needed to do. They managed to make it happen, mistakes or [problems] and all. It was a rich learning experience. I saw the groups of the morning students sitting at the

> majlis talking about the work place, and people were really engaged in the discussion (Drew Int. 2, p. 2).

Ellis also acknowledged students' learning from these curricular tasks "The sheer complexity of life, stimulates their curiosity" (Int. 2, p. 24). Parker noted too that "[These curriculum tasks] really do animate them" (Int. 2, p. 6).

The curricular task for Semester 2 was the Current Issues Forum, a student-led conference of issues and debates affecting Dubai and the UAE. This event was open to the public, with the same entry restrictions as Bazaar, and required students, in groups, to collect, analyze, and publically present their research related to Dubai-focussed issues, many of which are controversial in this context according to Drew, Bailey, Perry, Morgan, and Cassidy. Thus, there are implications for both students and instructors. Drew explained that "We are trying to get students to think at a deeper learning [level], explore, push the boundaries. Some students perceive us as imposing or pushing the boundaries too far. It takes quite a bit of sensitivity" (Int. 1, p. 17). Perry commented "teaching the students open mindedness. It is an obligation for us to get involved" (Int. 1, p. 5). Parker explained the nature of the tensions involved in exploring controversial issues: "More and more, those issues are more acceptable here. Slowly. You have to have a highly attuned antennae, here" (Int 2, p. 16). Morgan elaborated on the newness of having Emirati explore these issues:

> Students do not see issues the way [others' do]. One group's topic was the "UAE Relying on Domestic Workers." Here, maids here are not covered by labour laws.... That group did an amazing job of presenting opposite perspectives. They included statistics that 50% of maids in the UAE are abused.... Some of the current issues we deal with now could never have been approached in the past: labourer rights,

> Thalessemia Disease and blood testing prior to marriage. Another new topic was genetic abnormalities and consanguineous marriage common here. (Int. 3, p. 3-8)

The HD1 curriculum tasks attempted to support change, but in a manner that honoured Emirati society through "empowerment of Emirati women to be their own agents of change. Our curriculum tasks support them, their voices, their choices. Some of the topics in the CIF are controversial, but we give them the chance to speak on them, publically" (Cassidy, Int. 3, p. 14).

The curricular tasks as designed and implemented by the HD1 faculty are: Company Visit, Bazaar, Career Majlis, Bank and Current Issues Forum. These tasks were initially very challenging for students as they represented a different form of learning and they all had a public face. While challenging, participants reported that the tasks themselves animated students, connected students to the economy of Dubai, provided relevant learning experiences related to the world of work, and required their engagement and research about topics controversial in this context.

Emirati identity and empowerment. Ten participants believed that many HD1 curricular topic inclusions, especially in Business and English, specifically spoke to the issue of Emirati identity and female empowerment, particularly in preparation for the CIF task (Drew, Morgan, Shane, Alex, Sam, Parker, Bailey, Corey, Cassidy, Addison). This was an Emirati cultural concern that was being discussed both within education and throughout the UAE in business, governmental and political realms. Because this was a concern within the nation, it became an inclusion in HD1 curriculum. Shane explained "It is all part of the fabric of what we do" (In. 3, p. 4). Alex identified "You don't need confidence to sit at home and drink coffee. You do need confidence to interact in your world in a way where you do

make a difference, contribute in some meaningful way. That is part of the reality of this part of the world" (Int. 1, p. 8). Addison further explained:

> [Our curriculum] empowers them with the fact that they need to work. Emirati women don't want to position themselves as burdens. They want to be agents of change. The idea, here, is to empower them by exposing them to their abilities and to sense, steer and guide their own career and their ambitions in life. To be effective members of their society. (Int. 1, p. 5-6)

According to participants, part of the reason for the emphasis on Emirati Identity emanated from the concern about loss of culture amongst Emiraties due to the changing nature of Dubai and the strong foreign presence. Corey illustrated "There has been a lot of discussion about what makes you Emirati. We look at issues like language. The replacement of Arabic for English in schooling. Many of them feel their language is under attack" (Int. 2, p. 2). Morgan, Shane, Corey, Addison, Alex, and Cassidy discussed students' concerns in relation to themes of Emirati Identity including concerns about their loss of culture, particularly in relation to expatriate actions, beliefs, or ideas that many Emiraties find offensive. "Students worry about assimilation and loss of their culture and this is a legitimate concern" (Cassidy, Int. 3, p. 14). Corey specifically related the issue of Emirati identity with the fact that the UAE is a developing country. "That is why the college is important. It gives these students the environment in which they can discuss their identity, Emirati—and the fact that so much of this country is run by non-Emiraties. It has been interesting unpacking this issue" (Int. 2, p. 4). Morgan described the political debate affecting students:

> We are starting to hear discussions—traditionalists and modernists; students are starting to talk about it. Emiraties are watching foreigners move in, bring in less than

> moral values in their viewpoints, and undesirable elements like alcohol, loud music, skimpy clothing. The strength of the community, these tight tribal family structures is being changed through exposure to the foreigners and many families do not like this change. Many Emiraties believe they are giving the country away. (Int. 1, p. 16)

In response to potential threats to loss of Emirati identity, the Higher Colleges of Technology declared 2008 as The Year of National Identity in the UAE and created a conference event at Sharjah Women's College called "Mosaic 2009—Know Your World: Proudly Emirati." The aim was to generate dialogue and engagement with students regarding who they are as Emirati young women. Through this process, the expectation of this curricular inclusion was for students to begin the dialogue regarding their changing society, to envision Emirati place in the modern world, with values that embrace "tolerance, self-confidence, and national pride" (Emirati Mosaic 2009 program appended as Appendix L). Morgan elaborated on the relation between the conference task and HCT expectations:

> The year of Emirati Identity was just made a political priority in 2008. Our curriculum is about raising awareness: who they are, their country, and their place. The country has changed significantly; but our students grow up behind a wall. That is what we are trying to help them with, and that is why context is so important. They need to come to a personal understanding of what their context is because it is not the same as their mothers, and it is not the same as their grandmothers, or older sisters. (Int. 3, pp. 2-3)

The HD1curriculum responded to this UAE regional and educational dialogue regarding national identity through creation of many opportunities for students to engage with this issue. Ten participants discussed the inclusion of these themes as "absolutely

crucial in this time of change" (Morgan, Int. 3, p. 27). Ellis stated "We are preparing them for the situation they will be in, not for the one they are in" (Int. 1, p. 24). Drew noted that "the Sheikhs [identified] that as part of the strategic goal" (Int. 2, p. 12).

Inclusion of curricular content related to Emirati identity during the 2008-2009 academic year was varied but prominent. Two research topics for the Current Issue Forum were: Emirati Identity, Change and the Financial Crisis; and, UAE Women—Identity, Entrepreneurship and Innovation (Appendix K, "Current Issue Forum Topics"). In learning cycle 1, students were encouraged to choose an Emirati female supervisor to interview for the company visit task. In English, themes of considering Emirati identity could be found integrated into lesson plans, listening activities, and articles students are required to read. The reading exam at the end of semester 2 contained two readings that were chosen by the reading team specifically because they focussed on Emirati identity: "Who Are You," and "Whatever Their Judgements We Define Who We Are" (attached as Appendix M). All participants reported that these themes are strong curricular inclusions and developed in a manner that opens the discussion, but are also culturally acceptable. Cassidy predicted the impact of these curricular interventions:

> Our ladies will leave us and move society forward. Hopefully in a way that honours their culture and tradition in the contemporary world. They are the ones to define what Emirati culture is, to themselves, their husbands, their children and the next generation. And, this should be done on their terms, not as defined and imposed by others. We have to create the opportunity and they have to engage in the discussion. (Int. 3, p. 15)

Addison articulated the reasoning behind the curriculum presentation of these ideas as

> [students] need to learn how to work with a vision—a vision of themselves. They need to imagine themselves somewhere and they need to inspire themselves and motivate themselves. They need to assume a leadership position. Events such as the Bazaar and the Majlis, everything we do empowers them. They feel valued and invested in. (Int. 1, p. 5)

Morgan concurred and reflected that "Dubai is constantly changing and students don't have their traditional anchors to guide them. [This inclusion is] so they can come to a personal understanding, an anchor. That is why [understanding] context is crucial" (Int. 3, p. 3).

A specific curricular theme of Emirati identity and female Emirati leadership was included specifically due to the nature of social and economic change that is occurring in Dubai. Emirati identity is a relevant governmental concern due to the demographic imbalance of foreigners in Dubai and the perceived need to define what it means to be Emirati. Female empowerment was included because of the specific need for women in this context to envision themselves as participating leaders in their world, and defined on their terms, particularly as their future is very different from their mothers and their older sisters. According to participants, it was crucial for these students to think about these issues now, while they are at the college.

Emphasis on experiential learning, authenticity and relevance. Twelve participants specifically identified that the strength of the HD1 curriculum rests with the fact that it required students to engage in real-world tasks, authentic to life in Dubai, transferable to a work context, and open to a restricted but public audience (Nat, Izzy, Spencer, Kelsey, Parker, Ellis, Morgan, Drew, Jaden, Jordan, Addison, & Alex). Kelsey stated "We take students outside their comfort zones and put them in situations where they will be [in the

future], the employment context" (Int. 1, p. 3). According to Ellis, "We give them real-world experiences. They have to go out and talk to managers and they have to go out and see how companies operate" (Int. 2, p. 24). Morgan noted that "We give them work because we are trying to educate them to become functioning members in a working society. That is our mandate" (Int. 1, p. 3). Spencer also acknowledged that "It is beneficial. It energizes students and it gets them to employ a broad spectrum of skills which is similar to the workplace" (Int. 1, p. 1).

Student engagement was a factor that impacted students' learning. Morgan, Corey, and Alex emphasized that the importance of the development of a task-based curriculum in this context rested with having students do—the requirement of doing a task. Alex explained:

> We made that shift to task based curriculum with emphasis on authentic tasks because we feel it results in deeper learning. Our students in particular need to know how to do things, because they don't do many things in their daily life. When kids grow up in most parts of the world, they learn how to ride bicycles, do physical and mental things. They had part time jobs and household chores. Their connection with themselves and with the world they live in is much more advanced than most of our students. (Int. 1, p. 5)

All participants identified that the experiential quality, the authenticity and relevance, and ability of the curriculum to address Emirati context with specificity for female students were the defining HD1's curricular characteristics that promoted students' construction of knowledge.

The participants articulated specific aspects students learned from these tasks. Parker identified the pragmatics of the world of work that students learned: "that it is all about

communication and time management. It is about doing things in and on time. It is real" (In. 2, p. 8). Ellis elaborated:

> The most satisfying part of what we do is turning our students into students who don't panic. They can keep a grip of the situation and solve problems, make decisions, negotiate through conflicts because they are exposed to all of this messiness through our tasks. (Int. 1, p. 6).

Perry, Kelsey, Corey, and Taylor commented specifically about the value of Bazaar. Perry noted "It is entrepreneurial and real" (Int. 1, p. 7). Corey commented on a very important element representing the authentic nature of Bazaar: "Students can be sacked. I have had students sacked and they were speechless. These are the kind experiences that they really learn from" (Corey, Int. 1, p. 20). Taylor explained the immediacy of the hands-on experience:

> They are the employees. There is no getting out of it. You [students] are going to have to walk around and try to sell to people. And, it is going to hurt. They don't want to do that. In fact, they can't think of anything worse. One said to me "I have to clean the table but I don't know how. The maid has always done it." (Int. 2, p. 18)

These curricular experiences requires engagement in the performance and completion of tasks that mirror authentic work experiences in the business world in Dubai in a manner that corresponds to the culture of the UAE, but also has the potential to extend the boundaries of cultural norms. For example, 12 participants (Morgan, Izzy, Drew, Sam, Kelsey, Parker, Shane, Taylor, Perry, Ellis, Alex, & Addison) specifically indicated that curricular experiences such as Bazaar, Company Visit, Virtual International Exchanges, Career Fair, Current Issue Forum, and the Speech Competition, as important events because culturally

they extended the experiences for students, which "generates curiosity and a need for learning" (Ellis, Int. 1, p. 3). They offered real-world public experience and exposure for students, were occasionally unchaperoned off-campus events, with cross-cultural interaction or cross-gender interaction, while at the same time being acceptable by most Emirati families. These events were acceptable as long as they were perceived as "safe and controllable" (Kelsey, Int. 2, p. 5) by the Emirati community.

However, Taylor, Corey (Int. 1, p. 19), and Shane would like to see these curricular tasks become "freer" culturally. Shane explained that "Students are too hidden from what happens outside [the college]" (Int. 1, p. 5). Corey explored some of the problems with authenticity as the experiences existed at this time:

> The purpose behind the Bazaar is to expose the students to the realities of an open market. In actual fact, it is not—they are limited as to what they can sell. No chocolate, fizzy drinks. That is not a free market enterprise. For the bazaar, why are those restrictions applied? So we are saying to students "go run a business, but don't do this and this and this." It is a little false. (Int. 1, p. 20)

Similarly, Taylor elaborated on the constraints:

> These events, career majlis, bazaar, the company visit are very good socio-culturally but could be freer. However, you have to answer to the parents. If there is a major incident, if affects the name of the college. Sometimes, I just feel it is a little bit too protective because Dubai is a very modern city and moving fast. (Int. 2, p. 16)

According to all participants, a task-based curriculum must reflect the realities, provide experiential opportunities and reflect the relevance of the community for which it is intended. Spencer noted "Authenticity is probably the most important thing for a successful

result. When it has the feel of authenticity, they take it more seriously" (Int. 1, pp. 6-7). Morgan explained "One of the underpinning themes in our curriculum is that it has to be authentic to our real world. We have to give our students authentic readings, authentic case studies and situations, authentic tasks" (Int. 4, p. 5). Kelsey added regarding the learning students' experience: "It forces independence. They have to do things themselves, which inevitably go wrong. That is the learning" (Int. 1, p. 3). Seven participants commented on the challenges. Parker noted

> The challenges that come up are the ones we want to come up. It is those problems we want them to solve that come up in real business endeavours: communication, shift work, and Year 2 supervisor problems. Absolutely, that is what we want. We want it to be a chore that our students accomplish. We don't want it all to be easy. (Int. 1, p. 7)

Ellis particularly stressed the value of representing reality in authentic curricular tasks and emphasized the value of learning from experiences that go wrong and the chaotic nature of the curricular tasks, particularly the Bazaar:

> I believe order comes out of chaos and these girls don't have enough messiness in their lives. I celebrate the messiness. When things go wrong on the booths, they have to solve these challenges and this is really good for HD1 [students]. Most of them, their rooms are tidy because "someone" tidies it for them. Everything, possibly even choosing a husband, are not messy experiences for students. But, we could do more to help them prepare. "This is going to be messy but you've got to keep a clear head." (Ellis, Int. 1, pp. 14-15)

Morgan reflected on the authenticity of resources used in the program:

> We only use authentic materials. We use Zawya and UAE Interact online databases, we use the Chamber of Commerce's data. We use the Dubai Statistics Centre data. Students will use these sites when they enter the workforce. This is data they need about their country. It's real. It's relevant. It's transferable. (Int. 1, p. 13)

In addition, all English language materials were generated from authentic, real-world media and governmental texts. Nat commented "Using authentic texts exposes students to real English" (Int. 2, p. 7). Nat also stated that "I always look for local texts. This covers a lot of the religious, cultural, and political concerns, and we don't need to worry" (Int. 1, p. 10).

The English team constructed lesson plans using source materials from: UAE governmental reports, the BBC, Dubai Eye (radio program), Al Jazeera English, English Breakfast (radio program), Khaleej Times, The National, Gulf News, UAE Interact, and various other sources. This includes the texts for all English exams (examples appended at Appendix O). However Cassidy cautions "If the topic is controversial, I always include a response from a powerful Emirati such as the lesson 'The Dark Side of Dubai.' Otherwise, you can run into face problems. But, these students need to think about these issues" (Int. 4, p. 3). Parker explained the value of experiential and culturally relevant lesson planning and resources:

> I am committed to our approach particularly for these students. They come from a totally different [educational] philosophy—rote learning. They don't actually know how the learning can be applied in their lives. That is always my starting point: authentic experience and texts that can be applied. When I am creating lesson plans, I think about what is valuable, needed by our students. I think about how it is going to feed in their courses, their careers, their lives. (Int. 2, p. 1)

Three participants, Morgan, Taylor, and Parker further cautioned that the authenticity of curricular content and tasks must represent the reality of what is going on in the real world at the current time, which for Dubai is one of continual and rapid change. Morgan explained the critical need for current curricular content: "All of the examples I use are local. The topics that we cover are the ones that are from the newspapers during that particular semester. We don't include stuff that is 6 months old" (Int. 1, p. 4). Parker also stated "The authenticity of what we bring into the classroom has to reflect what is true out there now, not what was true 5 years ago" (Int. 2, p. 5).

All participants in this study believed that the strength of this curriculum rests with its experiential nature, relevance, and authenticity. The curriculum was experiential because students were engaged in doing tasks to support their learning, particularly with events that had a public audience. The content materials were relevant to students because they were drawn from current authentic media sources about the world of business in Dubai, which was the world these students will be part of when they seek and obtain employment. Participants saw this as crucial for HD1 students, but some participants wished the learning opportunities were less constrained.

Tensions: HD1 curriculum for an Emirati community. Tensions emanated from implementation of HD1 curriculum in relation to teaching this curriculum to Emiraties as a specific group. The tensions participants' recorded were: Semester 1; teaching critical thinking; teaching students to conduct research; empowerment versus rules; and group work conflict and curricular tasks.

Semester 1. Semester 1 appeared to be extremely challenging for students and educators, particularly the first task, which was the Company Visit presentation. Seven

participants (Taylor, Morgan, Parker, Shane, Kelsey, Sam, & Bailey) reported that the dramatic curricular approach change from what student have previously experienced in schooling, the full curricular requirements, the many assessments, and the time off and shortened days for the religious holidays of Ramadan, Eid Al Fetr, contributed to the "frenetic" (Taylor, Int. 2, p. 3) semester.

Eight participants (Drew, Taylor, Parker, Shane, Nat, Izzy, Morgan, & Cassidy) noted that the ideological shift required for students as they enter Semester 1 placed them in a state of confusion and frustration, particularly the shift from learner dependence on the teacher to the requirement for learners to develop a sense of autonomy over their learning experiences: "One of my objectives was for students to understand the projects [better]. Our students come with the idea that they are going to be told everything. It's hard to move them into a more independent learning space in their brains" (Drew, Int. 2, p. 1).

Interestingly, 7 participants (Morgan, Nat, Ellis, Alex, Cassidy, Taylor, Parker) observed that although Semester 1 was a significant challenge for students, this was the moment when they "begin to get switched on. The company visit task is life changing for most of our students. They come back after meeting a total stranger and interviewing them. They become motivated, changed" (Morgan, Int. 2, p. 10). Therefore, as difficult as Semester 1 was due to the ideological change required, it appeared that this represented a significant experience for students in their motivation for learning.

The challenge of teaching critical thinking. Teaching for critical thinking is a Graduate Outcome for HCT and a required element in the course outlines. All participants reported that they believed in critical thinking as an essential skill for students. However, 6 participants commented that there exists a contradiction that impacts curriculum and

implementation (Izzy, Cassidy, Jordan, Corey, Drew, & Morgan). Izzy noted that "We want to develop critical thinking in our students, but we work in a culture that does not encourage critical thinking" (Int. 1, p. 5). Morgan observed as well that "There is a lot of exaggeration of numbers in various media sources as a simple example. Our students need to be critical thinkers in their assessment of information to recognize what is true and what is not true" (Int. 1, p. 13).

Eight participants cautioned that navigating this element of curriculum was very challenging (Perry, Morgan, Cassidy, Jaden, Drew, Izzy, Parker, & Corey). Jaden noted that teaching for critical thinking is present but contended that

> It is sort of a cliché. How do you teach it? How do you get people to become more critical in their thinking? The approaches to problem solving and the tasks do aim to make students think more about issues or give them strategies for ways of looking at an issue which may encourage them to be more critical. (Int. 1, p. 5)

HD1 curriculum specifically integrated strategies for critical thinking (Morgan, Corey, Jaden, Drew, Perry, Cassidy, Bailey, Kelsey, Corey, Taylor). They commented that the nature of task based approaches to curriculum also supported opportunities for critical thinking. Morgan observed

> We teach them to identify fact, opinion, perception, interpretation. When I ask them, "what is your perception of the company from your company visit," they have a real hard time responding. We ask, "how would you interpret that behaviour." They can give you the definition of interpretation, but they have great difficulty with the applying, the predicting, and the interpreting or inferring. (Int. 2, p. 2)

Seven participants (Drew, Cassidy, Morgan, Jaden, Nat, Perry, Taylor) supported the inclusion of the DeBono concepts and models as a means to incorporate critical thinking in lesson plans. Nat, Corey, and Cassidy used the De Bono's CoRT Thinking through analysis of relevant issues according to: Plusses, Minusses, and Interesting (PMI), Consider All Factors (CAF), and Other People's Views (OPV). Corey explained this approach:

> We looked at a newspaper article on educational reform and the proposal to open the HCT system to non-Emiraties; now, there we have student engagement because they are **so** against that idea. We used De Bono's PMI and CAF about the issue, which require a critical approach from the girls. Then, we got to consideration of "Other People's Views." In groups, they were assigned to represent: The Ministry of Education, the Ministry of Higher Education, teachers, parents, and students. Each group had to look at the issue and proposal and formulate a response from the viewpoint of whom they represent. Suddenly, responses went from "oh, we have no opinion" to quite informed opinions. They were able to identify with the group they were assigned. (Int. 1, p. 7)

Eight participants also endorsed the use of 6 Hats Thinking Models as a critical thinking approach for lesson planning and HD1 curriculum (Drew, Cassidy, Morgan, Jaden, Nat, Perry, Parker, Taylor). De Bono's 6 Hats Thinking assigns a coloured hat for a thinking pattern. When engaged in a problem-solving activity or a thinking activity, the student was to think about each coloured hat and analyze the situation accordingly to the characteristic attributed to each hat: information gathering, analyzing emotions, negative thinking, positive thinking, creative thinking, and operational control thinking. Eight participants acknowledged that 6 Hats is a formulaic process of teaching students to think about their

thinking initially implemented in Business and then "reinforced in English" (Perry, Int. 1, p. 4). Perry elaborated

> They look at what influences thinking generally: bias, perception. We give them case studies to pick out particular biases and perceptions. They look at elements of what good critical thinking is. It needs to be reinforced though. They do use the model. I have witnessed students using 6 Hats for a problem. (Int. 1, p. 9)

The De Bono models were popular with students and teachers. Taylor commented "I endorse the 6 Hats. I use them, students like it. I have seen them use it" (Int. 2, p. 10). Jaden also noted "They enjoyed and engaged with it. It transferred to other learning. Students in year 2 and 3 refer to the technique" (Int. 1, p. 6). Morgan believes that these models are good for this context, but also had concerns. Morgan thought the problem was not the model, but that more scaffolding was necessary in this context:

> With 6 Hats one of the steps is to look at alternatives. Students will only look at one alternative. They will not evaluate a number of alternatives and come to a conclusion that one alternative is better or worse than another with [supporting] reasons. Those later steps they don't seem to be able to handle at this stage. I wonder if it is because they can't or don't or won't predict in some ways. (Int. 2, p. 5)

Three other participants (Corey, Kelsey, Cassidy) observed a lack of students' will to question or predict as an impediment to critical thinking. Corey and Kelsey believed that comprehension of the language was the impediment to students' ability to predict. "For a prediction about what is going to happen, you have to understand exactly what has happened. I wonder how much of the text they understand. It is a second language" (Corey Int. 2, p. 11). Similarly, Kelsey pointed out that "This is the first time [they have been asked to think

critically] so I know it is new learning for them—applying criteria to choices and decisions" (Int. 1, p. 10-11). Cassidy also believed "The insh allah [God's will] way of life here has an impact. If everything is God's Will, and believe me, everything here is insh allah—then what is the point of predicting or questioning anything?" (Int. 2, p. 26). Morgan further explained "They are told what to do as a daughter and as a student. They don't tend to question what they are told" (Int. 2, p. 5).

A further complexity identified in the teaching of critical thinking related specifically to the way negative comments could be perceived (Corey, Izzy, Kelsey, Morgan, Cassidy). Teaching critical thinking was difficult in this context because negative comments about the UAE by foreigners are seen as offensive. Corey stated "Nobody criticizes the government here. Not even a whisper" (Int. 1, p. 29). Izzy, Kelsey, Morgan, and Cassidy noted similar observations. Kelsey observed "Even talking about the Sheikhs or the way things are run here—we can't" (Int. 1, p. 21). Cassidy explained

> We are hindered by what can be accomplished because of our context. There are so many issues we can't talk about or that can only be approached superficially. For example, how can you approach social and political consciousness, if you are seen as a guest to the Emirates and should never criticise anything about your host. (Int. 3, p. 12)

Drew, Cassidy, Morgan, and Izzy also explained the difficulty in teaching the difference between fact and opinion and the care required. Drew observed "Some students get upset and I have to do some careful counselling with teachers and students, to make sure we don't have a blow up of misunderstandings" (Int. 1, p. 16). While this is an aspect of

education that can occur in education, globally, Drew further elaborated "it is more of an issue here where students are very sensitive" (Int. 1, p. 16).

Teaching students the difference between fact and opinion, and teaching students critical thinking, appears to involve tensions that relate culture "face" and linguistics. Five participants believed the concept of "face" became involved in the discussion (Cassidy, Corey, Izzy, Parker, Morgan). Cassidy articulated "Face is a concern here because students will not engage if they are concerned about their public image" (Int. 3, p. 11). In-class discussions were challenging because "Many students are unwilling or unable to discuss because others in the class will disapprove of their point of view" (Izzy, Int. 1, p. 22). Cassidy further explained:

> Often opinions are stated as facts, so the issue is deciphering the meaning behind the words. Also, here, we may be teaching a concept of opinion, but a student will say "But, the Qur'an speaks of this." Then you have the dilemma of religious belief, and opinion becoming intertwined with conceptions of fact. Here, if it is referred to in Islam, then it represents truth and fact for our students. (Int. 3, p. 14)

Morgan, Izzy, and Corey identified further limitations regarding teaching critical thinking. "Our mandate as educators is to educate citizens to think critically. But, you can think critically about only certain topics. (laughter). You can't think critically about how your country is developing for example" (Morgan, Int. 3, p. 7). Corey and Izzy specifically identified that the HCT system wanted to generate andragogical strategies to teach critical thinking, but does not want critical thinking from faculty or students, in relation to system-related activities, rules, or objectives. Corey clarified:

> Here, there is little scope for people to do anything other than agree with the hierarchy. Critical thinking questions those in authority, the social hierarchy. This is a constant tension. The college wants you to facilitate critical thinking. But you can only critically think about, what we tell you to critically think about, which in itself doesn't make sense. That is where the HCT system is falling behind Emirati society; it is not set up to encourage questioning about its systems and ways of doing things. Emirati society has moved on. If you start applying critical thinking, you should be willing as an institution to open your system to critical thinking. (Int. 1, p. 10-11)

Izzy expanded on the issue:

> Even as an institution we are not encouraged to criticise. Everything has to be a "success" [face] regardless of whether or not it has been. We as faculty are not allowed to critically analyze what we are doing. Everything is a success and that trickles down to the classroom. (Int. 1, pp. 5-6)

Although participants acknowledged that critical thinking as a challenging aspect of curriculum, all participants agreed that it is an important aspect of students' learning. Drew explained "It's that whole thing about, what are we doing in HD1? We are getting students to think more, deeper learning, explore. Some students perceive us as imposing on their boundaries too far. They don't quite understand why we are doing that" (Int. 1, p. 17).

Reflection was prevalent throughout the HD1 curriculum. Seven participants stated that students at first have difficulty with reflection (Kelsey, Cassidy, Izzy, Perry, Jaden, Nat, Morgan). "We do ask them to reflect quite a bit. Reflection is very difficult. They have trouble differentiating between reflection and description" (Morgan, Int. 2, p. 2). Perry commented "Don't forget the level of HD1 students. They struggle with English so the

concept is difficult" (Int. 1, p. 10). Taylor stated "Unfortunately, it's the softer areas like reflection that I would have to sacrifice first to make sure they pass their content in the final exam" (Int. 1, p. 17). However, Morgan, Cassidy, Perry, Jaden, and Nat indicated that by the end of the academic year and with "constant reinforcement, individual student conferencing and operational feedback, by the end of the year students are much better at thinking about their thinking" (Cassidy, Int. 4, p. 15).

Thus, teaching critical thinking in this context was very challenging. Some of the challenges related to the potential for cultural misunderstandings, linguistics, and the fact that critical thinking is only allowed in relation to some issues, but not for issues related to the social system, Dubai as an Emirate, or the HCT system. Participants reported the The De Bono 6 Hats and CoRT thinking models as successful.

The challenge of teaching students to conduct research. One of the main thrusts throughout HD1's task-based curriculum was to teach students information literacy and to conduct research. The entire HD1 curriculum throughout the year required students to seek information, think about it, and develop skills to communicate that information. However, students arrive to HD1 lacking research abilities (Nat, Taylor, Sam, Izzy, Jaden, Jordan, Spencer, Morgan, Addison, Alex, Bailey, Cassidy). As well, culturally and historically, an oral tradition is the norm according to 7 participants (Morgan, Cassidy, Izzy, Kelsey, Shane, Addison, Alex). Morgan commented "They don't read and it is not a culture that encourages reading" (Int. 1, p. 14). Corey claimed "Students do not like to read. Anything. Ever" (Int. 1, p. 7). Izzy believed students' lack of reading ability and motivation to read "contributes to their lack of ability to critically analyze" (Int. 1, p. 15). Addison was concerned about students' resistance to read and articulated:

> Reading is important. Knowledge passes through different elements of touching, feeling, being and all of that [is supported by reading]. Involving all and extending beyond. Here, it's completely different. Reading is bypassed; it is not felt to the same degree in this part of the world. (Int. 1, p. 2)

In addition, three participants (Izzy, Addison, & Alex) noted a lack of curiosity in students. Alex and Addison extended the discussion further stating a desire to students become curious a product of their learning from HD1 curriculum. Alex explained:

> The learning process has to stimulate their curiosity. Ironically, we have to start out far from the independent mode. Here, we have to force them to learn how to do things. We have to force them to learn to be curious. We have to force them to take an interest in their own education. That strikes new faculty as being hypocritical. But, here, we are not interested in having new faculty perpetuate their self-reference criteria. We are interested in getting results, in changing the behaviour of our students so that they can go out and make a difference. (Int. 1, p. 7)

Similarly, Addison indicated "I think what's lacking is desire for knowledge. Students just want to do what will get them through or enable them to pass exams. It's not an exam that illustrates how well informed a person is. Students think knowledge is like an aspirin pill" (Int. 1, p. 2). For all of these reasons, teaching students to conduct and evaluate research was necessary.

In this process of teaching the HD1 curriculum, the tasks required in HD1 curriculum, particularly the first task of learning cycle 1, the Company Visit Presentation, were research-driven tasks in a non-research-driven educational context according to 10 participants (Morgan, Jaden, Spencer, Parker, Izzy, Nat, Taylor, Addison, Alex, Sam). Izzy explained:

> For most students, it is their first experience with research, going to the library and locating information. It is starting with the bare bones of things like actually how to use a library. How to find valid information. How to assess if information is true, and then how to select information that meets the criteria. (Int. 1, p. 1)

Taylor described students' research skills during semester 1 as "chronic" (Int. 3, p. 3). But, according to 12 participants their research abilities changed by the end of the academic year (Morgan, Sam, Taylor, Parker, Izzy, Nat, Shane, Bailey, Ellis, Jordan, Jaden, & Cassidy). Nat summarized:

> Semester 1 was successful in that the students went from zero to being able to research and present something. It could be seen as unsuccessful because they really struggled with questions [from assessors] in the presentation. The teachers asked probing questions to see how deeply they understood. Students showed they had a very narrow and limited understanding. But they have gone from zero to some understanding. (Int. 2, p. 5)

After Semester 1, students still had a limited vision of how to approach research-driven tasks, and of information literacy constructs such as: discerning and disseminating relevant information, evaluating information, presenting and fielding questions regarding research according to 10 participants (Nat, Morgan, Izzy, Kelsey, Parker, Ellis, Corey, Jordan, Taylor, & Cassidy). With the realization that students needed more instructional assistance with information literacy and conducting research, the HD1 team collaborated with the Library team to develop a new curricular inclusion. Development began on altering the Semester 2 curriculum documents to incorporate a lesson called The Big Six (Task Document, LC3, p. 13-15). This was implemented by the Librarians, in class, to all HD1

students, with the HD1 English faculty assisting and reinforcing the learning. The Big Six represented a step-by step approach to seeking information and evaluating information, including a discussion of the emotional elements involved in the process.

For this task, at the beginning of Semester 2, a librarian and the English teacher facilitated two lessons that specifically taught The Big Six model for conducting and evaluating research (attached as Appendix N "The Big 6 Lesson Plan"). Seven participants believed the inclusion of the Big Six, and collaboration of the HD1 English teachers with the librarians, provided an effective mechanism to support students through completion of Semester 2's research elements, and in their ability to disseminate and evaluate information required for the Current Issues Forum (Morgan, Izzy, Parker, Ellis, Jordan, Taylor, & Cassidy). Morgan commented

> The AHA moment was they said they had learned about research [from Big 6]. They identified that Google wasn't the only resource. Here, this is huge. One student identified that magazines are in the library. One student said "Before, I didn't realize that reading the newspaper could give me information." Quite a few students were pleased that they improved their research skills, found good information, cited somewhat correctly. We actually accomplished a good thing. (Int. 2, p. 3)

Taylor added:

> With The Big Six the students could relate to the library. With the Librarian coming into the classes, they could see a person that they knew and had met and knew they could go up to help. That was an important part—drawing a relationship between the library and students. (Int. 3, p. 3)

Morgan further reported at the end of the academic year in the final interview that:

> it is the first time that most students were able to suss out the connection between this class task and the curricular task. It worked, but it took the entire semester and constant reinforcement with the English and Business teachers and the librarian. (Int. 4, p. 4)

Thus, the entire academic year required an emphasis on research, but students struggled during Semester 1. Their struggle was attributed to their lack of previous exposure to this form of task, and conceptions of learning that negate reading and research skills. The HD1 Business and English team, and the librarians, collaborated at the end of Semester 1 and created and implemented a new curricular item during Semester 2 to address this. The curricular inclusion was called The Big Six Information Literacy Model. Participants reported this inclusion as successful, but required a lot of time, reinforcement, and collaboration on the part of the English and Business faculty and the library.

Empowerment vs. rules, rules, rules. A paradox existed in relation to the curricular emphasis supporting female Emirati empowerment and some participants' beliefs regarding elements of disempowerment of students through strict enforcement of rules mandated by DWC and HCT. To illustrate, 7 participants reported they feel tension and questioned the strict enforcement of the rules governing students pertaining to field trips, mobile telephone use, attire, chaperoning, security at public events, and attendance (Nat, Kelsey, Corey, Taylor, Morgan, Bailey, Cassidy). Taylor commented "God, they have got enough rules on them. Why so many?" (Int. 3, p. 17). Kelsey noted "The contradictions are rife and it affects the integrity of what we do here" (Int. 1, p. 21). Nat summed up the issue: "We are saying 'you need to be professional and mature,' but yet we are treating them like children. 'The campus is secured. You can't [leave campus] because you might meet a man. You can't use

your phone.' Huge restrictions. It is a dichotomy" (Int. 1, p. 10). Eight participants identified that students themselves questioned the issue (Nat, Parker, Spencer, Corey, Taylor, Morgan, Bailey, Cassidy): "Students ask us why—what can we say?" (Cassidy, Int. 2, p. 10). Alex confirmed that a contradiction exists, and acknowledged that is difficult for new faculty to understand:

> We talk about learner independence on the one hand and then the faculty will get an email message saying "We have got a Nobel Laureate coming to give us a talk and we want you to get every student there, accompany all students and take attendance." If you are a new teacher you say "what a bunch of hypocrites (laughter). Students should be independent learners. They are 18 years old. They can make their own decisions." That doesn't work here. (Alex, Int. 1, p. 7)

Some curricular tasks were open to the public, but remained restricted in terms of campus entry, codes of conduct, and attire. "Absolutely, it is a protected environment" (Alex, Int. 1, p. 19). Taylor noted how the restrictions imposed on students in relation to public events stifled the attempts to encourage innovation and progressive thinking. Taylor explained:

> Our college has a super strict interpretation of how students should dress. The emphasis given at the assembly [before the Bazaar, focusing on proper Emirati dress and behaviour for the public]! People were so vehement. That takes away the credibility. It is important to retain their culture but [shrug shoulders]… shoes can only be 2.759 cm high or [height of] hair cannot breach the 3 cm rule. You can't ask students to be innovative and progressive in college work and then subject them to this. (Int. 2, p. 18)

The dichotomy appeared to relate to the issue of educating students for empowerment, but denying students' voice, ability to self-govern attire and behaviour, and accept personal responsibility regarding the following: attendance, properly fastened *abbayahs* and *shaylahs*, height of hair and shoes, cosmetics, mobile phone use, unchaperoned departures from campus, boyish behaviour (referred to as "Boyott"), and social restrictions all of which must be enforced by HD1 teachers, staff, and supervisors. Ellis commented about the pre-Bazaar assembly where students were lectured regarding appropriate behaviour and dress in public:

> The assembly began with a discussion of bazaar and clothes, but it was heading in very interesting territory. The question of: Who are these girls in essence and how are they going to define their identity when these walls come down? That is what is great about task-based curriculum. It is a great method for bringing these issues out to deal with, an aspect of the hidden curriculum. Then, students find and make their own way. It seems like a side issue, but really, it is the main issue. The hidden curriculum is the curriculum. (Int. 1, p. 26)

Four participants recognized that, at this moment in time, if the rules did not exist, and if the campus were not as securely protected, gated, walled, and restricted, then few female students would have been allowed to go to college (Taylor, Bailey, Alex, and Cassidy):

> If those restrictions, security, and constraints weren't here, then our college wouldn't be here. We have to conform. With the wall around the college, the gates, then the parents know "my daughter is there." If it were open like the men's college, then we wouldn't be here because we would not have students. (Taylor, Int. 2, p. 4)

Participants in this study noted a contradiction between the curricular focus on empowerment and the fact that students must comply with many strictly enforced rules governing their behaviour and attire. Several participants noted that students themselves were questioning this issue. This particularly arose during the assembly before Bazaar, which was the first open campus event. Some participants acknowledged that regardless of the contradiction, if the rules did not exist then the college would not exist.

Group work conflict and curricular tasks. Teachers' implementation of HD1 curriculum must develop a sense of awareness and an ability to respond to group work conflict, particularly as the HD1 curriculum required extensive group work for the completion of the curricular tasks. Corey commented "Students do not work well in groups. There are a huge number of variables as to why—personality, tribe, behavioural issues. Some girls just resist working with other girls. We need a deeper understanding of why groups don't work well here" (Int. 1, p. 14). Tensions related to group work that were specific to this context were described by 11 participants as "tribal," "clan," "family affiliation," and "father's name" (Morgan, Parker, Kelsey, Jaden, Izzy, Taylor, Corey, Spencer, Ellis, Drew, & Cassidy). Drew noted:

> Here, there is tribal caste system based on the background of the Emirati people. Some [backgrounds] are: Yemen, Iran, Iraq, and African Middle Eastern countries. It impacts on the nature of our students. Emiraties are a minority here, in some ways a privileged minority because of economic wealth. But, there is a caste system here. (Int. 1, p. 22)

Emirati culture traces its roots to tribal affiliations have not always been cooperative (Morgan, Jaden, Corey, Cassidy). Morgan described "It's a tribal society, historically and

today. Tribal animosities carry over into the classroom. I have seen students verbally abuse each other, storm out of the classroom, refuse to work with other students, not speak with other students, not acknowledge the presence of the other students—no existence" (Morgan Int. 1, p. 7). Corey acknowledged "Bullying, ganging up, students arranging to meet outside college time is happening right now with a group. In this part of the world, conservative families don't allow daughters out. So, the rest meet, make decisions, she is excluded from the discussion but blamed later for missed meetings" (Int. 1, p. 15). Cassidy explained:

> You have to be aware of this. The teacher could easily and mistakenly come down hard on the student who missed meetings or is being bullied because she could be seen as uncooperative. Some of our students are from perceived less important family names or are from very conservative families and this can manifest in group behaviour. Here, you have to always have tribe and family name in mind with how it impacts on group dynamics. (Int. 3, p. 21)

Tension in relation to group work is discernable in the form of group difficulties in collaboration and leadership. According to 6 participants (Nat, Kelsey, Perry, Izzy, Parker, & Morgan) collaboration in this context this can be challenging because "Students want to defer to one person so it is not collaboration. Power issues are always huge—who is in control, balance of power" (Nat Int. 1, p. 3, 4). Morgan commented "They have a very tribal sense of leadership. Somebody at the top makes all the decisions, usually a male authority figure. Because he is the leader, they will be good decisions and in their best interest" (Int. 3, p. 7). Morgan further explained "There is also a female pecking order that is based on tribe, position, and family. These interrelationships are important" (Int. 1, p. 3). Parker elaborated:

> It is illustrative of how the students operate and gets to the heart of what makes our job difficult. It is a tribal society based on a **very** strict cultural code. There is only 1 opinion, the tribe's. You can't have a rebel in the tribe. Individual opinions get constantly suppressed. That is one of our big tasks—getting them to think as individuals in a way that won't offend. Not always part of the group. We try to spark a debate, but getting debate here is difficult. A group of Spanish, Italian, or British students will run with it. But our students, they just don't. (Int. 2, p. 20)

According to participants this is also an aspect of cultural change as tradition and modernity meet that Emirati students are currently experiencing (Parker, Cassidy, Corey, Morgan). Morgan says "They are actually in a massive transition period now. Their leaders are promoting individuality and entrepreneurship, and that is a cultural clash happening within this generation" (Int. 1, p. 2).

All of the main curricular tasks, the Company Visit, the Bazaar, and CIF require group work and "It is enforced" (Nat, Int. 1, p. 3). Student groups are formed through a random assignment, or the Business and English teachers meet and assign students to groups. According to 7 participants the premise for random group allocation is to mirror work place circumstances (Drew, Kelsey, Morgan, Izzy, Ellis, Alex, & Parker). Kelsey noted "This is something they have to overcome" (Int. 1, p. 14). Morgan considered "[At work] they don't have the option of saying 'I won't work with that person. She is from a different tribe.' One of our roles is to prepare our students to work in a multinational, multilingual, multireligious working environment" (Int. 1, p. 7), a comment mirrored by 5 other participants (Izzy, Parker, Corey, Ellis, & Cassidy). These participants felt conflict with group work provided an opportunity for real world learning for students. Izzy reported "Eventually, they will be

working in situations with other nationalities. This forces them to step outside their comfort zone. It's a learning curve that ultimately can be successful" (Int. 1, p. 9). However, Kelsey and Izzy noted a concern regarding this premise:

> We form these groups and expect them to function the way they would in an academic [or work] environment where you separate your sociocultural identity and your work identity. For these students, that is not something that they are used to doing and many are not capable of doing it yet. (Izzy, Int. 1, p. 9)

Invariably, some students were placed in a group of students with whom they did not wish to work (Morgan, Nat, Izzy, Taylor, Jaden, Ellis, Perry, Cassidy). When group conflict difficulties arose, underlying issues of tribe may not be easily discernable to expatriate teachers, according to 7 participants (Morgan, Izzy, Taylor, Jaden, Parker, Corey, & Cassidy). Izzy commented "One of the problems that we face is we come from different cultural backgrounds from the students and we are unaware of, oblivious to, or unable to deal with the undercurrents in the relationships between students" (Int. 1, p. 8). Some of these conflict issues related to tribe, socioeconomic status of the family, mothers' status, and ethnic background according to 10 participants (Drew, Morgan, Parker, Jaden, Spencer, Corey, Sam, Ellis, Kelsey, Izzy). Jaden commented "Emirati society is small in numbers, but diverse. Sometimes you don't realize that, you see them as fairly homogenous but there is diversity: socioeconomically, culturally, ethnically, linguistically, tribal" (Int. 1, p. 8). Jaden claimed the issue is further complicated by the fact that often students will not inform the faculty of in-group problems. Jaden clarified:

> Here, you have this issue with expatriate teachers and local students. There are tribal problems, ethnic problems because of different heritages and [first, second, third, or

> fourth] wives. There are things going on that are not apparent to an expat teacher. Students don't communicate these issues to teachers or they may be couched in different terms. Teachers have to be good observers in order to pick up on subtleties, or to know if and when intervention is needed. (Int. 1, pp. 6-7)

According to Morgan, Izzy, and Cassidy the issue was compounded by the fact that there was little ability for teachers to specifically address these issues directly with students in depth. Izzy noted "There is no information available to become aware of these issues or ability to analyze them. It is complicated. There are so many factors: inter marriage, Indian or Egyptian mothers… It is unimaginable to us how important it is [to them]" (Int. 1, p. 9, 10). Cassidy explained the protocols: "We are supposed to send students to Student Affairs when we suspect these issues. Often, students won't go, because of 'face.' They have to speak about their ethnic background or mother's heritage or 2nd, 3rd, or 4th wife status" (Int. 3, p. 13).

Interestingly, aside from undercurrents in the relationships, 6 participants reported students enjoy group work (Parker, Morgan, Cassidy, Spencer, Ellis, & Spencer). They reported that students were "natural cooperative workers. They love it" (Morgan Int. 1, p. 8). Parker commented "In his environment, these students work well together because they are very family and group oriented" (Int. 1, p. 5). Spencer reported that students "Love it. They eat things like this up" (Int. 1, p. 7).

Five participants who had taught or supervised Year 2 and 3 noted a marked maturity in relation to this issue as students continued through their college life toward graduation (Izzy, Alex, Addison, Perry, & Spencer). Izzy explained "By year three, they tend to mature and deal with group work [better]" (Int. 1, p. 9). Perry commented "That is one of the first

comments made from industry as these students go out [to the workforce]. Students are so used to working in groups [from college], they reasonably well settle in [on the job]" (Int. 1, p. 11). Addison believed "It [the curriculum] is empowering them. They feel valued and invested in. It brings them together, they congregate, they congratulate, they chat, and they get to work. It elevates their self worth to one another" (Int. 1, p. 8).

While participants discussed these issues with group work, two participants, Corey and Cassidy identified a concern pertaining to discussions of tribe, clan, or family affiliation. The foreign faculty and supervisors attempt to understand issues pertaining to tribe from their experiences with students and knowledge of context, as foreigners. Only 1 participant in this study is an Emirati national. This meant that how faculty conceptualize and respond to issues of tribe was critical. For these issues, the Student Affairs department was appropriate for intervention, if needed. Corey stated "Remember we are not from here. Most of us are not Emirati and we are not anthropologists. When conclusions are drawn and labeling happens, it is an issue" (Int. 2, p. 5). Cassidy also commented "The majority of staff in Student Services is Emirati. I am not an expert on Emirati culture so for these issues I always send students there for counsel or I ask Student Affairs for advice" (Int. 3, p. 7). Nat summarized "We as teachers are aware. For group work, students might need counselling or observing" (Int. 1, p. 4).

Participants in this study acknowledged that the curricular emphasis on group work, while mirroring a workplace environment, was not without tension. Some of the tension related to clan, tribe, or family name and some was attributed to the nature of students desiring to defer leadership. In some cases, this resulted in bullying of some students. Participants believed teachers need to be very aware of group dynamics and be concerned

about issues not easily apparent to foreigners. Potential intervention for these issues may be referring the student group to the Student Affairs department for advice or counselling from an Emirati staff member, particularly if the tension pertained to any of these issues.

According to the data, tensions existed in relation to implementation of HD1 curriculum and teaching to Emiraties as a specific educational community. These tensions related to: a paradox between teaching for Emirati empowerment and many rules that were imposed on Emirati female students and the group work required for the curricular tasks.

Curricular Considerations Regarding Religious Issues

According to the data, in this context, implementation and curriculum were directly affected by the Islamic faith of students and several faculty. Cassidy explained "Here, Islam is not part of life—it *is* life" (Int. 3, p. 4). Corey commented "The impact is huge and cannot ever be ignored or forgotten" (Int. 1, p. 28) and further noted that in class Islam "is going to come up" (Int. 2, p. 11). Morgan believed "It forms a strong anchor for what they believe in, what they are willing to listen to, and how and why we do things" (Int. 3, p. 3). One consideration of religious complexity in this context, according to Izzy, Bailey, Jaden, and Cassidy related to the interpretation of Islamic religious aspects that is debated within Islamic societies themselves, so sensitivity is integral. Izzy articulated "[What is important] is how Islam is interpreted and applied in different parts of the world, particularly in this unusual environment" (Int. 1, p. 21). To illustrate, Jaden related:

> There are religious sensitivities which sometimes come up in class, like the religious difference between Shi'a and Sunni. The onus is on teachers to be extremely careful. Discussions highly emotive and controversial may be misinterpreted. Faculty have to be very aware. (Int. 1, p. 17)

Morgan discussed observations after an event where students in two classes, pictographically represented aspects important to them as a group in a poster form that would eventually be shared with a group of Canadian students via video conference.

> We held a class debriefing to discuss this. Look at the size of the Qur'an in the poster. The Qur'an is bigger than the globe, which is an indicator of importance. The other group, independently, came up with a big, central figure of an Emirati woman reading the Qur'an and there was a heated discussion in Arabic. I purposefully stayed out of it because of the religious overtones, but they are approaching this issue from different perspectives. (Int. 3, pp. 4-5)

According to all participants, faculty must be aware of the importance of Islam to students in this context. The following section discusses how religion impacted the design and implementation of HD1 curriculum. This section discusses participants perceptions regarding how students conceptualize knowledge, and specific curricular inclusions and exclusions based on religious sensitivity. Then, data related to the tensions involved with censorship and self-censorship will be detailed.

Implementation: Conceptions of learning and knowledge. According to ten participants, students' conception of knowledge directly relates to Islam and the Holy Qur'an in this context (Izzy, Parker, Bailey, Jaden, Spencer, Morgan, Ellis, Corey, Sam, & Cassidy). Izzy commented "It's an Islamic environment and their views are based on Islam. [Students] perceive everything to link to Islam" (Int. 2, p. 42). Cassidy elaborated:

> Islam governs their beliefs about their way of knowing. It is not unusual in class for students to take a concept being taught and express a connection to either an Islamic principle or to the Hadith. When this occurs it tells me that they understand in a way

> that is important to them. Some teachers are fearful with this, but as long as you do not critique the connection to Islam, students seem to appreciate you for respecting this. (Int. 3, p. 23)

Corey explained "In the Qur'an, one of the purposes of humanity is to investigate and think. Use your brain for a higher purpose. When students say they don't feel like doing something, don't want to think, or just want the answer, I remind them of this" (Int. 2, p. 13). Corey discussed a language strategy used:

> The word "perfect" is overused here. "Everything is perfect" or "in a good and perfect way." I say, in Islam, only God is perfect. The minute you remind them of that, they understand. Nothing man-made can be perfect. That gets the point across. (Int. 2, p. 13)

Morgan and Cassidy discussed relating ethics and social responsibility course content to Islamic ethics in order to make the concepts meaningful to students. Morgan explained "When you talk about behaviours you have to talk about the value system that those behaviours are part of. Family values and religious values tend to be the top 2 whenever we do values exercises" (Int. 3, p. 4). Cassidy, Corey, Izzy, Bailey, Jaden, Kelsey, Parker, and Morgan identified that you cannot ignore religion in this context: "It can be an excellent teaching strategy because it builds on something students know intimately and genuinely want to talk about" (Cassidy, Int. 3, p. 27). Corey commented that sometimes, students "try to get out of [doing] something or knock you off by bringing up religion—'Whallah' [in God's name] kind of thing" (Int. 2, p. 11).

Therefore, the religious faith of Islam is central to students' lives. Educators in this context recognized this. Some participants used their knowledge of aspects of Islam to help

make content meaningful for students. Some teachers allowed students to incorporate religious elements, particularly pertaining to class work regarding ethics or values, but they avoided taking part in debates that occasionally occur between differences in students' opinions. Regardless, students did make connections between course content and their religious belief.

Curricular inclusion: Resources, editing knowledge. Awareness of the salience of Islam made the concerns of which curricular resources to include and which to avoid, quite complex. Participants were diverse in their opinions regarding this aspect. Bailey noted the governmental and collegial censoring programs that restrict access to Internet content deemed religiously or culturally offensive or potentially illegal: "[Access] to everything is censored here" (Bailey, Int. 3, p. 21). Cassidy related the following examples of visiting scholars and dignitaries:

> The prof said she was aware of censorship but she did not really take it to heart. She included a YouTube video in the lesson. YouTube is banned here so the "offensive to religious principles" message came up which shocked this prof. Also, there was the recent visit from [named dignitary] who included a picture of Michelangelo's Adam's Creation. Great controversy and trouble emanated from the complaints from students and families. This was important as it was religiously offensive here. (Int. 3. p. 26)

Resources had to be carefully edited and scrutinized for content that is offensive to Islamic principles. This included concepts that other contexts do not find objectionable. According to 12 participants (Kelsey, Taylor, Parker, Nat, Cassidy, Izzy, Morgan, Bailey, Jaden, Corey, Spencer, Ellis) the topics to avoid or edit include "any criticism or potential reference to any negative aspect of Islam, any graphics with exposure of skin such as

shoulders or legs" (Cassidy, Int. 3, p. 27), any discussion of "anything to do with religion or sex" (Kelsey Int. 1, p. 20) or "dating or anything to do with contact between genders. That is unacceptable here" (Kelsey, Int.1, p. 14). Izzy commented "Most teachers are functioning in an environment of fear in terms of making a mistake. We are afraid of the consequences [so we edit everything] (Int. 1, p. 21). Parker explained that censorship was required: "Not because students are genuinely culturally or religiously affronted by what you have introduced. But some will object just because they are being belligerent. They will play the religious card. You have got to read the class" (Parker, Int. 2, p. 16). Morgan explained "If it is open in the press it should be ok for the classroom, because the press is censored as well. So that is one of our strategies" (Int. 1, p. 4).

With textbooks, according to 6 participants (Cassidy, Parker, Spencer, Corey, Kelsey, & Morgan) often good materials could not be used because they were designed for a different student body and contained themes or pictures that depicted: pre-marital dating, social interaction between genders, sexual orientation, the human body, religious celebrations. Or, they raised issues that are "*haram*" (Cassidy, Int. 3, p. 29), which means forbidden to Islam. Corey explained:

> It is not that the students don't want to discuss these subjects. But, students leave the class and tell their friends and families. That has, in the past, found its way into the local press, particularly Arabic language press. You suddenly find out it is being discussed and always, you are found to be at fault. The college does not support you [the teacher]. It is always the case where "That teacher should learn to be more aware"—the big stick that gets thrashed around. (Int. 1, p. 28)

Parker elaborated "When you are choosing a text, think, is this going to be all right? You have to go through it carefully. The Health and Wellbeing course that we are writing, the course book, is excellent. But it has content on sexually transmitted disease, which doesn't happen here (small mutual laughter)" (Int. 2, p. 15). Perry commented "We are trying to expand these girls' horizons, but with respect to their religious beliefs" (Int. 1, p. 5). Spencer recalled an incident: "There was the time a graded English reader contained a paragraph that said 'the Muslim conqueror' and a student was offended: 'Muslims never conquered. Islam is spread by persuasion. Muslims never conquered anywhere.' Now, I censor everything" (Int. 1, p. 23, 24).

This editing of knowledge to respect Islam is not just felt by faculty, it is also felt by students. Students, according to Morgan "Are very concerned about people knowing about Islam, correctly" (Int. 3, p. 28). During the speech competition, many of Cassidy's students spoke about Islamic topics but first "they went to their religious leaders for guidance, the Sheikh or Imam" (Int. 1, p. 28). They become quite anxious when "either they or someone else misrepresents Islam" (Cassidy, Int. 1, p. 29). Morgan relayed a recent class event:

> My class had a virtual international exchange with Canadian students who suddenly asked about Islam. Our students told me how threatened they felt because they were afraid they would be wrong [in their representation of Islam]. They are afraid to give a wrong answer or a wrong interpretation. They want to represent the religion correctly. (Int. 3, p. 4)

Therefore, the selection of resources and content materials was affected by pervasive governmental and collegial censoring programs that restricted and censored access to information. As well, curricular materials were carefully scrutinized for content that deemed

offensive. Visiting dignitaries or professors may be aware of requirements for censorship, but common were occurrences where religious sensitivity was overlooked. At least part of the concern with regard to editing knowledge related to respect for Islamic principles, and also a concern about potential misrepresentation of Islam or Islamic principles felt by both faculty and students.

Tension: HD1 curriculum, religious considerations and faculty approaches. Data reveal that implementation of HD1 curriculum and the salience of Islam in this context can produce tense classroom moments and faculty approaches during these moments are crucial. Faculty self-censorship is vital and DWC has specific protocols mandated for faculty to follow.

Faculty approaches to ease tense moments. Discussions with religious overtones sparked by students are "inevitable and often uncomfortable for faculty" (Cassidy, Int. 3, p. 28). Strategies discussed by participants to deal with this tension when it occurred was avoidance (Izzy, Spencer, Jaden, Morgan, Nat, Kelsey, Parker, Ellis) and control (Corey, Cassidy, Drew, Morgan, Ellis). Participants avoided specific topics such as anything related to contact between genders, alcohol or narcotics, and politics. In addition, they "avoid expressing opinions or drawing conclusions" (Parker, Int. 2, p. 20). In terms of control, Corey commented "I deal with it as it comes up. If I feel it is getting too heavy, or that one more religious student is trying to impose on another then I diffuse the situation but not get too involved" (Int. 2, p. 12). Cassidy noted

> Students enjoy these discussions, they are relevant: for example, the "hijab debate." It is fascinating to listen as students' debate the wearing of hijab as a religious or a cultural requirement. I control the conversation in terms of allowing all students to

> speak, but I don't ever offer my thoughts even if asked. I always ask students to summarize the discussion at the end so they can acknowledge the differing students' beliefs. (Int. 3, p. 28)

Therefore, participants acknowledged that the impact of religious belief did occasionally cause some tense moments in class. The main strategies participants used to ease these moments were avoidance and control. Participants avoided situations by censoring topics such as gender relationships, drugs, and politics. If tension did arise in class, participants controlled the moment through controlling the discussion, moderating students' contributions, ensuring that students summarize the discussion, and not offering personal opinions.

Faculty self-censorship. A tension that exists was faculty's ability to self-censor. Thirteen participants reported that self-censorship is a normal aspect of life as an international educator and that HD1 faculty are particularly skilled in self-censorship (Nat, Izzy, Morgan, Kelsey, Drew, Ellis, Corey, Spencer, Jaden, Jordan, Bailey, Shane, & Cassidy). Kelsey explained "It is an aspect that you learn very quickly if you are going to be here. Censorship" (Int. 1, p. 21). Corey commented "We self-censor. We don't draw conclusions. We don't state opinions" (Int. 1, p. 28). Cassidy elaborated: "Students are curious about us, but comments could be interpreted as proselytizing—punishable by firing and immediate deportation. Most students are aware of teachers' vulnerability, so we are careful and students respect that" (Int. 3, p. 29). Corey raised an interesting point. Corey identified that students were never asked what was offensive to them and related an example:

> At our workstations we are not supposed to display anything related to Christmas or mention Christmas because this is an Islamic society. But, there is no basis in Islam

> for not discussing the birth of Jesus—which is in the Qur'an. I think about these interpretations of what will offend [students] and what won't are made without anyone ever sitting down and asking [students] "Do you find this offensive?" Dubai malls are filled with the biggest Christmas trees in the world. So, who is censoring whom. Who is censoring what and why? (Int. 1, pp. 28-29)

Parker reported:

> It is rare the students that are bothered [Merry Christmas cards on desks]. It is the authorities from above who are concerned. I have had Christmas cards from students. But, we have to be careful. Something we consider small might hit the headlines. We know what happens. That Christmas card at your desk, the headline [in the news] will be "DWC holds a Christmas party." That is how it would be reported. (Int. 2, p. 16)

Not only were teachers prohibited to have any religious iconography visible to students but they had to be very careful when asked questions regarding their religious faith to defray negative consequences for the teacher and the students. Both Ellis and Cassidy contended that this was unacceptable to them. Ellis elaborated

> We should be able to express, we celebrate like Easter as long as it's done in a diplomatic way. [But if the topic comes up] the hairs stand on the back of one's neck as one heads into it. When the students prompt me, and I say "why don't you do a bit of research and find out." (Int. 2, p. 31)

A further tension was that sometimes, according to Nat, Cassidy, Ellis, and Alex, students wanted to discuss aspects or problems they experience in their own lives with teachers with whom they shared a bond. This was problematic for faculty as Alex noted

"There is nothing in my training manual for that" (Int. 1, p. 16). These participants reported that students sought some of their teachers specifically to discuss sensitive topics, such as pressure to marry, consanguineous marriages, or family problems, because the teachers were from different backgrounds. Jaden explained "Students may talk to you about issues because of who you are. They just feel more comfortable. In some cases, they just want to talk. They want to voice their concerns and they want you to respond to them in some sort of sympathetic way" (Int. 1, p. 17). Nat noted "[In reference to] boyfriends. I don't want to know. I don't want that burden of information and having to deal with it because [then] it is my responsibility" (Int. 1, p. 9).

Cassidy believed that it was normal for a teacher and student to bond. "Our students are human. They have relationships with people, sometimes with boys. They have problems they want to discuss. We spend so much time together, it is natural for a connection to form" (Int. 2, p. 11). Nat explained that when the student bonds with the teacher, often "There is a level of trust. If they have had you as their teacher for a while, they know what you are like. They know they can tell you things in confidence" (Int. 1, p. 10). This sentiment was mirrored by Cassidy who related a recent occurrence:

> A student wanted to talk about *boyott* [girls with boyish attributes or behaviour] after the Bazaar assembly [appropriate student appearance and behaviour]. This student was very upset. She didn't want to talk to Students Services or anyone in her community because *boyott* is *haram* [forbidden in Islam]. She wanted to talk to me about it. (Int. 2, p. 12)

Therefore, participants specifically identified the need to develop strong self-censorship skills, particularly in relation to students' questions about their cultural or

religious values and beliefs. Occasionally, students approached faculty with family problems or concerns about their lives, but these kinds of discussions had to be undertaken with great care, if at all. Given the necessity for faculty self-censorship, on the occasions when students wanted to talk about religiously sensitive or culturally sensitive topics, participants stated that they cannot and followed DWC protocols for their own security and to ensure that problems were avoided or dealt within the culture.

DWC protocols. According to 7 participants, discussion of personal student issues must be strictly avoided due to cultural and religious differences and the international faculty (Cassidy, Nat, Corey, Alex, Izzy, Ellis, & Bailey). DWC has an official policy governing this issue because, "when it comes to things like this, it's just a minefield" (Izzy, Int. 1, p. 24). DWC has a Student Affairs department staffed mainly by Emirati females, many of whom have graduated from DWC. When students approach faculty with religious, family, or personal problems, or issues concerning religious or cultural considerations, the official protocol for faculty is to either inform an Emirati staff member in Student Affairs about the concern, or send students directly to the Student Affairs department. This protocol was followed if faculty suspect any issues that might affect students' well being, including: concerns about mental or physical health, suspected learning exceptionalities, or concerns about interaction between students.

This protocol protected the integrity of the interaction between foreign faculty and Emirati students. Alex explained "Even after all these years in the UAE, I realize there are things I don't have the competence to deal with. Our Emirati Student Affairs people can give me guidance and insight" (Int. 1, p. 16). However, Nat and Cassidy identified that, although

they follow this protocol, they did wish they could engage with students and offer help when needed. Nat elaborated

> They don't want to talk to the counsellor and they *do* want to talk to you. And it is really difficult because in my heart I do want to talk to them and I want to be there for them. But, I don't want that responsibility for knowing what is going on. (Int. 1, p. 9)

Cassidy also commented "They come to us genuinely wanting to discuss an issue, and I say 'I can't talk to you about that.' It feels disingenuous" (Int. 2, p. 13). Ellis noted:

> I believe that we should show them that our views on life are different. Otherwise, the whole point of bringing us from around the world is lost. We're not just education models, we're culture models that they're going to find out in their work place. (Int. 2, p. 31)

In this context, HD1 curriculum and implementation acknowledged the salience of religion in relation to education. HD1 curriculum and implementation navigated religious sensitivity to differences in beliefs about Islam, students' conceptions of knowledge, curricular resources, and governmental censorship, and tensions related to tense in-class moments and faculty self-censorship. Participants discussed several strategies in their approach from strict avoidance, to classroom control. Due to the international faculty and Emirati students, DWC employs a strict protocol that all students with highly personal, cultural, or religious concerns must meet with an Emirati staff member in Student Affairs. Faculty were not allowed to get involved, which troubled some participants.

Curricular Considerations: Relating to Dubai as a Diverse Society

Reference in this dissertation to society refers to the multinational conglomeration of diverse people living, working, and interacting within the cosmopolitan city/Emirate of

Dubai. The HD1 curriculum was designed to engage Emirati students to Dubai's society. Curricular inclusions focused the political interests of Emiratization and concern for Emirati identity in this diverse society. The data pertaining to implementation factors consisted predominantly of students' lack of knowledge of and exposure to multicultural society in the workforce and efforts to arrange for exposure to diversity. Data themes pertaining to curricular inclusions regarding Dubai as a diverse society include the following: Emiratization, Adapting curriculum in response to change, Virtual International Exchanges (VIEs), and English proficiency standards (IELTS).

Implementation: Knowledge and exposure to multicultural society. According to all participants, most HD1 students had little interaction with the demographically diverse nature of Dubai except through the international faculty, primarily due to prevailing cultural restrictions on women. Parker elaborated:

> It is different for the Men's College because they are allowed access to the social sphere much more so than our girls [students]. Our students are very much confined to a domestic sphere. The idea of women in education, in the workplace, in the social sphere, is still relatively new in this part of the world. (Int. 2, pp. 2-3)

Society in Dubai is multinational and part of the nature of the curriculum is to prepare students for this diversity. Jordan commented "We are trying to prepare students for this workplace, which is multicultural" (Int. 1, p.23, Int. 2, p. 15). Addison, an Emirati participant, explained:

> This is a diverse, metropolitan city. There are 200 nationalities living in Dubai that will interact with our students. They impact the society at large and in so many different ways and we really need to understand "the other." Respect is something

> students need to look at. Diversity and tolerance for people, their religion, and their different sociocultural backgrounds. This is an attitude towards self and toward others. We prepare students for a different lifestyle than the one I grew up in Dubai. (Int. 1, p. 17)

According to 7 participants the highly multicultural element of Dubai society, and students' limited exposure to this, impacts curricular inclusions and teaching and learning in this context (Drew, Addison, Kelsey, Ellis, Sam, Morgan, & Alex). Drew noted about the HD1:

> [We are] trying to get them [the students] to understand the multicultural perspective. This is the work place out there and you [the students] might work with people from other cultures. They need to understand the impact of outside influences on the UAE and in the business and IT world. We need to integrate the [diverse] social and cultural context into the content of their subjects. (Int. 1, p. 16)

Therefore, implementation of the HD1 curriculum was affected by the limited knowledge or exposure students had to the diverse and multinational population of Dubai. It was deemed important that students were exposed to a multicultural perspective as when they graduate and enter the workforce they will encounter and have to work with people from around the world.

Curricular inclusion: Diverse society of Dubai. In an effort to address the issue of students' lack of direct interaction with the diverse nature of society in Dubai, HD1 curriculum included specific curricular themes. According to all participants, the curricular inclusion of themes related to the government mandate of Emiratization was very important. The data also revealed that HD1 curriculum was designed in a manner that curricular content adapted to changing circumstances of Dubai and the global world. In an effort to provide

students with an opportunity for global interaction other than the HD1 faculty, the curriculum included a requirement for each student to have a Virtual International Exchange with students in another country. The sections below discuss these curricular inclusions: Emiratization; Adapting Curriculum to Change; Virtual International Exchanges, and English proficiency standards (IELTS).

Emiratization. Data revealed that central to the HD1 curriculum is the political mandate for Emiratization: thus, central to curriculum is the objective of supporting both employable skills and an appropriate work ethic for a multicultural society according to all nineteen participants. Parker commented "Emiratization is the driving force [of curriculum]. From day 1 it's about work readiness, familiarity with the world of work, work ethic. These concepts are vital here" (Int. 1, p. 18). Addison explained the vision:

> The focus has to be on the big picture, their country, their home, their people, their land. The need to buy into the idea [of working], invest in themselves, and take it seriously. We need to empower them to run the show. (Int. 1, p. 17)

To this end, behavioural training for the workplace was an aspect of curriculum. Jaden discussed "We do a lot of behaviour training, things like punctuality, attendance, disciplinary things like [mobile] telephone use" (Int. 1, p. 11). Alex believed that this was crucial because "If you want to change behaviour and improve performance, you have to get them doing it, regardless" (Int. 1, p. 7). Cassidy commented "A key idea is 'Understand how to do the work yourself' because our students always seem to think 'Can't I just hire someone to do that for me?'" (Int. 2, p. 4).

Interestingly, Parker related some experiences of asking Dubai's employers about HD1 students: "If you ask an employer here what their main criteria are for employing an

Emirati, they would say, 'I know if they are from DWC they leave qualified and their English allows them to be trainable. What we do provides authentic workplace experience—Emiratization" (Int. 1, p. 13). Nat explained "We are supposed to be preparing students for the workplace. It is built into the curriculum. We are trying to produce professionals" (Int. 1, p. 10). Alex detailed the rationale:

> HCT is about Emiratization. The focus is on globalization and Emiratization at the same time. Dubai's leaders are ambitious for Emiraties to participate. You can do that with quotas, or you can do that by turning out graduates that can compete with all these other very able expatriates, many of whom are Arab, intelligent, driven and with fine qualifications. So the emphasis has to be on doing. (Int. 1, p. 9)

Emiratization is more than a societal issue, it is an ideological shift according to 10 participants (Alex, Ellis, Morgan, Parker, Sam, Bailey, Corey, Addison, Cassidy, & Taylor). Often, Emiratization themes in the curricular content were focussed on changing perceptions regarding women's participation in careers, potential career options, and building enthusiasm for a career. Cassidy also commented on some of the students' reactions: "Many students openly discuss their desire for a career and to contribute to society, but it is usually tempered with comments about what their future husbands and families want for them" (Int. 2, p. 5). Bailey further noted "We talk a lot about careers for women in IT. Students do not think about IT as a career because it involved the type of work which is 'men's work.' This is what students think" (Int. 2, p. 22). Alex explained the rationale:

> You have to have a vision based on the context, so, when this society really develops with meaningful work experiences, our graduates are out there doing things and not just occupying positions with no real responsibility, like some of their relatives.

> There are many UAE nationals with big sounding titles. They probably don't speak either English or Arabic very well. They probably don't read, and there is an army of people doing the work. Work is not perceived as something you do, it is perceived as a place you go. To this day, that is one of the things that we here at DWC have to overcome. This idea that work is something you do and you can get excited about the challenges of work. You get even more excited when you have done something well and YOU know it. (Int. 1, p. 11)

Several required curricular components were designed to generate opportunities for students to engage with the working world of Dubai and to build enthusiasm about students' opportunities through Emiratization such as Careers 2009. Careers 2009 is an annual event sponsored by the Dubai government. It is a massive career fair held in the Dubai Convention Centre and filled with prominent corporations in Dubai such as: Dubai World, Tanmia, Emirates Airlines, Dubai Media Corporation, Nakheel, HSBC Bank, and many others from all sectors. Significantly, Parker commented that the UAE Career Fair event began as a Dubai Women's Campus curricular event: "It was held in the cafeteria (smiles) and look at it now. Our graduates took it to the next level and made it one of the biggest exhibitions for Emiraties" (Int. 2, p. 12). Now, Career Fair is a national event officially that year named "Careers 2009."

It was a curricular requirement that all HD1 students attended Careers 2009, discussed employment issues with companies and collected information regarding hiring practices. In anticipation of the event, the Career Services department of DWC created a presentation which was delivered to each HD1 class about: What they should bring to Careers 2009, important points to remember, what to say and do, and provided a role playing

activity for students to practice approaching strangers at company booths. In addition, HD1 students were required to formulate questions for company representatives regarding the effect of the financial crisis on hiring quotas and Emiratization compliance.

HD1's curricular importance of Careers 2009 was evidenced through assessment in English. For example, during semester 2 the midsemester English writing assessment asked the following question of students: "From your experience attending Careers 2009 discuss two or more company perspectives you learned that relate to: The effect of the Financial Crisis on Emiratization and hiring practices in the U.A.E. Support your answer with specific examples."

Eight participants believed events such as Careers 2009 were valuable because they provided the opportunity for students to network. These events exposed students to the competitive workplace environment in a manner that was culturally acceptable. Jordan explained "We need to get them thinking about work, potential careers, and career requirements" (Int. 2, p. 14). Taylor commented:

> They can establish some networks, which is part of the way this country and this culture works. It can lead to potential employment. It is a positive thing if they take the right approach to it. Go around and talk to people. Ask questions. Find out about their jobs. I tell students 'impress them because you may be back. Perhaps, you can walk into a job. (Int. 3, p. 10)

Careers 2009 also offered HD1 students the opportunity to experience working at the registration desk according to Parker and Ellis. Parker discussed:

> It feeds into the mandate of Emiraties' opportunities, and employment. Employers from every sector are represented. It is only for Emirati nationals. They submit CVs,

> ask questions, and find out companies' Emiratization quotas and policies. It is an eye opener for our students: (a) that there are opportunities and (b) that those opportunities require something of them. They are not going to walk into a job. They have to have something to offer. Every year the registration desks are run by our students. This year, we had almost 40 students involved over 3 days in various shifts, registering thousands of visitors every day. (Int. 2, pp. 12-13)

Another important curricular event related to Emiratization is Current Issues Forum (CIF). Ellis referred to the Current Issues Forum as "a flagship event" (Int. 1, p. 16) that "forces students to address issues related to Emiratization" (Cassidy, Int. 3, p. 5). The Current Issue Forum contained research topics related to Emiratization: Emirati women in IT, female leadership, Emirati employment laws, Islamic banking. Morgan explained the CIF inclusion of themes pertaining to Emiratization:

> Provides a framework for the discussion of students seeing themselves as entering the workforce and having a role in the workforce. It underpins the fact that they are going to have to go to work. That is part of their responsibility for their country. (Int. 1, p. 15)

Jaden concurred and further explained:

> The CIF tries to address these concerns, but within a context that has a broader view and allows students to look into issues affecting society: Emiratization quota mandates, Labour Law Issues, Allowing Foreigners to Purchase Real Estate, Labourer Rights, Law Differences Regarding Hiring and Firing of Emiraties, etc. This allows them to explore some of the issues in the workplace. They way workers are treated, where they are coming from, expatriate labour, women and men working

> together. It offers a really good focus. Even topics that may appear relatively safe, for instance "the real estate sector," students explore the issue. What are the implications of all this building on the environment? Or, people [expatriates] owning property? It gets them to think about issues. It definitely broadens their perspective. (Int. 1, p. 10)

It is important to note, according to 6 participants, in relation to the Current Issues Forum that every year more controversial topics become included. Morgan explained three new topics for the academic year 2008-2009:

> Many topics taboo in the past are now included. Things are changing. Some of the current issues we deal with now are issues that could never have been approached in the past, i.e.: labourer rights, thalessemia and its connection to consanguineous marriage, genetic abnormalities and consanguinity. I was afraid to mention the topic, so I got the director's formal permission for that last topic. (Int. 1, pp. 13-14)

Cassidy believed that part of the hidden curriculum of the CIF related to changing students' perceptions of the workforce. "Part of our hidden curriculum with the CIF is to reinforce that being a supervisor is not a figure head position ascribed due to Emirati nationality. Many students think it is shameful to see an Emirati working for a foreign manager" (Int. 2, p. 14). Parker also discussed this aspect and elaborated:

> They need to understand that Emiratization isn't about men getting jobs. It has to do with all Emiraties—working. Our female students need to see that they have a role in Emiratization. With women in this part of the world, traditionally and now, these big questions, involvement, and decision making, have always happened in the Majlis, which is an area of the house mainly for men. That is where big decisions are made,

> and women don't contribute. Part of our job is to show them how this is no longer the case and it doesn't have to be in conflict with tradition, culture, or religion. (Int. 2, pp. 4-5)

According to participants, promoting Emiratization through curricular content, events, tasks, and examinations, and job-readiness skills was of crucial importance. This curricular inclusion involved more than content, it was about changing ideologies that have been dominant, and remain dominant, regarding women's roles in society.

Adapting curriculum in response to change. Rapid societal and developmental change is a fact of life in Dubai according to all participants. Eight participants believed "Our curriculum reflects that change here is normal and happens fast" (Cassidy, Int. 2, p. 14). Kelsey commented "Here, you can change things and things change around you. I feel like you can come up with any idea here and it will fly" (Int. 1, p. 9). Corey elaborated

> Dubai is expanding exponentially. It is no longer trying to catch up with the West. They are taking the best of the West and the best of the East and the best of the Arab world and the best of anything else that they fancy and are creating their own way. (Int. 2, p. 5)

Morgan explained: "In 1971 we had a mostly illiterate, itinerant population. Now 30 years later, we have 25,000 college graduates. Changes happen fast here, overnight" (Morgan, Int. 1, p. 15). Addison also felt that some of the curriculum tasks encouraged changes in ways of life:

> In the past, families used to object to their daughters working, or working long hours, etc. Now due to their visits to companies through curriculum, they sometimes get summer jobs. Dubai has a high cost of living. Many families now don't mind their

> daughters working as long as she brings in something that will sustain her own expenses. (Int. 1, p. 8)

Seven participants identified a strength of HD1's curriculum was its ability to be responsive to current real-world issues and events, and adapt quickly and effectively to change in Dubai's society (Morgan, Addison, Alex, Corey, Parker, Jordan, & Taylor). Parker noted "The strength of our curriculum in that it can respond to the events happening around us" (Int. 2, p. 6). Evidence in the data representative of HD1's curriculum ability to adapt to change presented with the curricular task during semester 2. In late 2008, a devastating, world-wide, financial crisis occurred. This financial crisis had significant, long-lasting ramifications on Dubai's economy. Significantly, according to 12 participants DWC's students appeared to have little awareness of anything pertaining to the financial crisis (Morgan, Izzy, Drew, Jordan, Ellis, Corey, Taylor, Sam, Shane, Parker, Bailey & Cassidy). Jordan explained: "[We are] at the height of the financial crisis and at the height of recognition that our students have no clue what is going on around them" (Int. 2, p. 15). Further, students who were aware of the crisis did not realize or believe that it had any impact on them, as discussed by Shane, Morgan, and Izzy, regardless of its profound and devastating impact on Dubai's economy. Shane elaborated on a recent class during a questioning period with students regarding the impact of the global crisis: "Everyone said, 'Well it doesn't affect me. We know it's going on but it doesn't have any bearing on us whatsoever'" (Int. 3, p. 3). But, the crisis did have an acute effect on the economy of Dubai and, consequently, both residents and Emirati citizens as well. Morgan clarified

> When the financial crisis hit, it was very real. Some students' families lost a great deal of money, many of our working students lost their jobs. Dubai was not insulated

> from what was happening, but our students very seldom think about what happens outside of Dubai, or even about issues that happen in Dubai. The financial crisis was major, but educators, in talking to students, discovered that students had no idea that a crisis existed. In November, students had total blank looks [on their faces]. (Int. 4, p. 5)

In response to students' lack of recognition of the financial crisis, the HD1 curriculum demonstrated a change for Semester 2 from previous years. Instead of having two learning cycles and two corresponding curricular tasks, Semester 2 became focused on one primary curricular task, the Current Issues Forum (CIF). The curriculum for this task is appended as Appendix J, entitled "Global Economic Crisis: The Impact on My Career and Community." For this curricular task, students were required to conduct primary and secondary research (Appendix J), learned about a specific aspect of the financial crisis, and presented their findings in a 3-day, open campus, HD1 student conference called the Current Issues Forum (CIF). The issues were randomly assigned to groups and the list is appended at Appendix K entitled "Current Issues Forum: Issues and Booth Allocations." They thoroughly researched their topic, located alternate perspectives, critiqued the research, and created a presentation to be held in booths, which they decorated. During the 3-day, public event students were required cover all shifts, advertised their booth, publically presented their topic, and fielded questions related to their topic from faculty and visitors on campus for the event. Morgan believed:

> The success of the curriculum can be observed at this time by whether or not they are able to work independently, willing to work with other people, and almost the corollary, the amount of conflict that you see or don't see is a good measure of whether they have learned the group norms to accomplish the CIF project. Are those skills

> built? Has it worked? The observable behaviour is what the curriculum is designed for. (Int. 3, p. 11)

Morgan further reported in relation to the CIF task:

> A huge outcome is the students actually started to read the paper, very surprising. The number of students who said on the last day, "what I learned this year is that I need to read the paper so that I know what is going on in my town." That is a big achievement this semester. (Int. 4, p. 5)

Eight participants commented that the Current Issues Forum, with its associated topic themes relating to the financial crisis, was a highly successful curricular inclusion (Drew, Cassidy, Parker, Jordan, Jaden, Spencer, Ellis, & Shane). All participants believed that students learned a great deal from the event as it exposed them to the effect of the crisis on both Dubai and the world. Sam elaborated on the salience of the CIF: "The event helps them learn what is going on around them. They became aware" (Int. 3, p. 12).

Virtual international exchanges. The data also revealed HD1's curricular inclusion of a required virtual international exchange for every HD1 class with students in a different country. Drew explained "It is one of the key goals. Every student will have an international experience" (Int. 1, p. 5). All participants acknowledged that the international faculty provided students with some international exposure. Parker noted "We are from all over the world. There is no question that is one of our strengths; the diversity amongst the faculty who bring their knowledge here for the students' benefit" (Int. 2, p. 19). However, the international faculty was only one manner of controlled international exposure for students and all felt it was not enough. "Their global awareness is too limited" (Kelsey, Int. 1, p. 5). Drew explained the purpose of virtual international exchanges:

> Is for students to have global awareness because they live in a little pocket in their own lives. If they can link up with a student on the other side of the world, talk about the economic world or the affect of the economic crisis, it makes them think more globally. It's part of the (Sheiks') wanting students to have "glocal" (global and local) experiences. (Int. 2, p. 16)

During Semester 2, every HD1 class had a virtual international exchange with an educational facility in a different country. These exchanges were either in the form of Second Life, video conference, BlackBoard Vista or Web CT, or Facebook. The countries that participated in the exchanges were: South Korea, Bahrain, Japan, the United States, Canada, and the United Kingdom. All participants reported they felt there was value and "learning potential" (Kelsey, Int. 2, p. 4) in these international interactions. Bailey, Morgan, and Sam noted that the exchange was beneficial, not only for DWC students, but also the other students in the exchange. Bailey reported "I heard the questions the Canadians were asking. They were unreal [laughter]" (Int. 3, p. 16). Sam related:

> They got a 180 degree turn in their vision of the Middle East. The kind of questions our students were asked 'Do you drive cars?' and our students said "I drive a Porsche. I drive a BMW." I felt our girls were running the show actually, the others were just recipients. Our students initiated each country singing their national anthems as a formal closing and goodbye. (Int. 3, pp. 14-15)

This fact alone was significant because, culturally "Emirati women don't sing in public" (Morgan, Int. 4, p. 2). Morgan elaborated "This was profound for students. Every single class afterward, it was brought up. For me, it was a metaphor of moving out from behind the veil—an international video conference with strangers for the first time in their lives" (Int. 4,

p. 2). Jordan commented "They were fired up. There is a richness and spontaneity in seeing the people and talking" (Int. 2, p. 9). However, the idea of video interaction had to be explored with care. Some students were "reluctant with that idea" (Corey Int. 2, p. 1), an observation Morgan shared (Int. 4, p. 2). Morgan further observed:

> The cultural mix, the cultural connections that were made between the Emirati students and the other students were absolutely astounding. One student said on her very last class where we have a reflection "I never in my life thought that I would be able to see and talk to a student from another country." I think both groups of students needed to do a bit more homework looking at the other side. What they discovered about each other was the similarities. That was very interesting to hear the students talk about that. What was quite different was the questions [they asked of each other]. It was a huge learning curve for both sides and it was hard to shut them off. (Int. 4, p. 1)

Morgan discussed the VIE video conference with a Canadian facility where students on both sides of the world created posters of aspects important to their lives and discussed the various elements. Interestingly, the two posters created by HD1 students contained two elements in the artwork that was quite unconventional of Islamic art: a pictographical representation of an Emirati woman reading the Holy Qur'an; and the lack of typical Islamic artistic element of calligraphy. Morgan asked students if the posters created would be the same if they were for Emiraties and students "wouldn't or couldn't give me an answer [at first]" (Int. 3, p. 5). Morgan explained "Later, students said they wanted to give [the Canadians] artwork that they knew would be understood [by them]. They put a Western face on it to suit the audience. The poster was about face" (Int. 3, p. 5). Students were attempting

to accommodate for a Western audience, but Morgan also commented that it was "unlikely" (Int. 3, p. 5) the recipients were cognizant of this accommodation to them.

Seven participants (Kelsey, Jordan, Parker, Ellis, Morgan, Cassidy, & Izzy) appreciated the VIEs' "learning potential" (Kelsey Int 1, p. 10) but remained reserved in their opinions due to the "restrictions in engagement" (Kelsey, Int.1, p. 10). Cassidy believed "It was superficial—hellos, interests, study goals, but there was not a lot of meat to the interaction. The potential exists, but I would like to see it freer" (Int. 3, p. 11). Izzy notes that the learning potential was also hindered by the "lack of opportunity to revisit and reflect on the experience" (Int. 2, p. 14). Corey, Bailey, and Jordan believed that preparation of all students in the exchange was key to the value elicited from the experience and to ensure "things go smoothly" (Bailey, Int. 3, p. 21). Jaden commented:

> We had successes and some experiences that weren't. For the IBM Jam on the Environment, we didn't know what to prepare students for with the discussions [so their contribution was limited]. Students need preparation so they can contribute in a meaningful way. (Jaden, Int. 2, p. 4)

The potential for value in the international exchange existed, but was not guaranteed. Parker, in discussing a Second Life VIE explained:

> Dubai Women's College has an island [in Second Life]. Again, it is the idea creating a safe environment, so people visit us on our island. My jury, at the moment, is out on VIEs. Part of students' education should involve having them have an international experience aside from just the teachers. VIEs to allow students to interact in a virtual space with people from different parts of the world. It was successful in terms of the girls doing it, being animated by it, and getting something

> out of it. There is value in it (shrugged shoulders)—if only just communicating. (Int. 2, pp. 6-7)

However, Parker also believed the Second Life experience was "liberating" (Int. 2, p. 7) for students because they created their avatars free of cultural restrictions. Parker elaborated:

> They create their virtual self which is a liberating experience for the girls. In their real space, tradition dictates that they have to wear *abbayahs* and *shaylahs*. In virtual space, none of them have to and none do. There are *abbayah* shops so they could if they wanted. Most will wear shaylas covering their hair. Then, they approach people and they talk using texts while they are seeing the virtual person. (Int. 2, p. 7)

Therefore, according to participants, Virtual International Exchanges provided students with an opportunity to interact and ask questions of students in a foreign land. This had the potential to provide valuable learning experiences, but participants were reserved at this stage in describing the event in this way.

English proficiency standards: IELTS. Dubai is considered the commercial sector for the UAE and as such the lingua franca in business is primarily English. DWC, in close contact with the business community, is aware that employers demand that Emirati employees demonstrate proficiency in English according to international standards. Six participants reported approval of IELTS as a standardized testing measure (Nat, Parker, Cassidy, Corey, Kelsey, Morgan). Nat commented "I love international proficiency standards like TOEFL or IELTS" (Int. 1, p. 8). Parker explained "It is a definite standard that gives a clear indication of students' level that is understood internationally. That lends external credibility to what we do" (Int 1, p. 13). All of HD1's English assessments for the

listening, reading, and writing assessments mirrored the approach of IELTS, but used different source materials. The reason was "to begin preparing students to pass the IELTS and graduate" (Cassidy, Int. 1, p. 6). The UAE's market demand for English led to an HCT graduation requirement that all students successfully achieve a band score of 5.5 on the IELTS Academic standardized test. Hence, 70% of the English course grades as outlined and mandated by HCT Academic Services were allocated towards standardized English assessment. However, interestingly, Alex pondered:

> The real question is why isn't IELTS 5.5 an entrance requirement rather than an exit requirement. I went to a UN conference in Oman where a local educator was livid, saying everybody in the Middle East is racist against Arabs because we have such low expectations. If we were a legitimate educational institution, we would have the same English level requirements as other institutions around the world. I have never forgotten that. But, it is our way of accommodating. (Int. 2, p. 1)

HD1 English assessments attempted to address the Dubai workplace societal demand for students to show English language proficiency to a standard that has international recognition. Therefore, successfully passing the IELTS Academic is a graduation requirement and, in addition to teaching the task orientation to curriculum, English faculty had to prepare students for this examination. All English assessments and practice activities mirrored the format of the tasks, skills, and questions students will encounter on IELTS.

Therefore, HD1 curriculum and implementation were affected by students' lack of exposure to the multinational demographic of Dubai and HD1 curriculum included content to address this factor. The data disclosed that the HD1 curriculum included themes pertaining

to: Emiratization, Emirati Identity, Virtual International Exchanges, and English proficiency standards (IELTS).

Tension: English standards and constructivist curriculum. The following section describes the data regarding the tension encountered in teaching English: the requirement of teaching to both English standards and teaching constructivist curriculum, and the creation of English assessments to address this tension.

All participants questioned the learning achieved from standardized assessment other than learning how to take a test. Alex commented on international assessments: "These scores are a convenience factor more than a learning factor, categorization and screening students. They are a necessary evil and they are not going away, they are deeply embedded in academia" (Int. 2, p. 3). Morgan commented on the tension affecting HD1, "English proficiency standards are mismatched with the task-based philosophy. English is basically all: skills, practices, and assessments" (Int. 1, p. 13). Five other participants believed there was a "wash back" (Jaden, Int. 1, p. 15) of this graduation requirement (Kelsey, Jaden, Izzy, Corey, & Cassidy). Jaden commented:

> Assessment is an issue for English. Here, there is that strong crystallized tradition of standardized testing. There is definitely a tension there. There is the tension between the whole philosophy of our approach—the constructivism and then the tension for standards, especially with English. (Int. 1, pp. 15-16)

Ten participants discuss the tension in the task-based approach and assessment mandates (Taylor, Cassidy, Jaden, Perry, Izzy, Parker, Ellis, Alex, Morgan, & Corey). None said they were satisfied that they were providing adequate attention to either the constructivist approach to curriculum through the curricular tasks or the standardized

assessment mandates. Cassidy commented "I feel pulled in every direction and I am not sure I am doing justice to anything" (Int. 3, p. 21). Taylor stated standardized testing "brings in a whole realm of complexity when you're trying to teach task-based learning" (Int. 1, p. 3). Izzy explained:

> [In English,] we are trying to mix traditional assessment in terms of structure and grading with task-based learning. It comes off in some areas successfully and in some areas not. In my opinion, we are paying lip service [to the dual emphases] due to time restrictions, rather than developing them. (Int. 1, pp. 4-5)

Given this complexity in competing demands, the participants in this study discussed experiencing tension in competing demands no participant was comfortable about the dual emphases, even those who appreciate international standardized testing instruments. The IELTS standardized assessment was also crystallized in the institution as a graduation requirement, predominantly because the workforce in the UAE demands English proficiency to an international standard. Thus, as Morgan commented "Our English teachers have done innovative things with assessment to address this mismatch" (Int. 1, p. 13).

Tension: Creation of English assessments. Jaden, Izzy, and Nat believed the teaching of English was complicated by a traditional approach to assessment, which was ultimately driven by the graduation requirement to successfully achieve a band of 5.5 on IELTS Academic. According to English course outlines, 70% of the English grade was generated through a continuous assessment strategy of English skill areas: speaking, reading, listening, and writing.

In an effort to transform assessment requirements, and test practice activities, into relevant and authentic opportunities for student engagement in English, all of the

assessments, English content materials, and exam preparation materials are created by the HD1 English team from authentic UAE media sources, and piloted to each other for accuracy (Cassidy Int. 1, p. 3; Izzy Int. 1, p. 19; Jaden Int. 1, p. 15; Corey, Kelsey Int. 2, p. 15; Parker Int. 1, p. 15; Spencer Int. 1, p. 1; Ellis Int. 2, p. 25). The goal is to address the HCT course outline requirements and provide authentic, contextually relevant learning opportunities. Jaden states "We try and break away from rigid practice. We base our tests that we produce on standardized format but with authentic materials—to make it meaningful" (Int. 1, p. 15). Sam states "It is more than just testing facts. It should be about getting students to analyze their environment" (Int. 3, p. 12). Spencer states "Practicing test taking skills can be interesting. You can get them to read interesting, relevant passages and analyze them. It takes a lot of creativity and a lot of thought" (Int. 1, p. 10). Ellis states "The benefit is we know the students here and can create activities that they will respond to. The negative is a lot of work that goes into it" (Int. 2, p. 25).

The reading assessment exams are created by a specific team of HD1 English teachers and consist of two readings per two tests, per semester. The readings themselves are chosen from various media outlets in Dubai such as The National, Khaleej Times, Gulf News, Business 24-7, AME Info based on relevance to curricular themes. After appropriate texts are chosen and edited, exam questions are prepared and then the test is piloted by administering it to the rest of the English team. Cassidy states "I like the approach, real texts, IELTS format questions, and piloted to the team" (Int. 2, p. 13). Kelsey states "I can't pick too many holes in the way we do it. It involves many people, we pilot and check and recheck. I would be happy to defend the way we do reading" (Int. 2, p. 15).

The first reading exam is "unseen" meaning that the students are not provided with the reading script in advance of the test. The second reading exam is "seen" meaning that the last day of the week prior to the exam students are provided with a copy of both reading scripts to review prior to the exam. The caveat is, the students may use any strategy they wish to understand the text and vocabulary except communicate in any way about them with any teacher. Chronologically the reading exams for semester 1 were: Exam 1—"How to Avoid the 12 Common Web Design Mistakes" and "Know the Fundamentals and Good Design will Follow" (unseen); and Exam 2—"Tall, Blonde and Evil: Barbie Bothers Iran" and "Effective Multi-Cultural International Business Meetings" (seen). Chronologically, the reading exams for semester 2 were: Exam 1—"Repetitive Strain Injury" and "Balancing Act" (unseen); and Exam 2—"Whatever Their Judgements We Define Who We Are" and "Who Are You" (seen). The scripts for the last two reading exams are appended as Appendix M entitled "Reading Assessment Texts." These last two scripts are important because they also address the issue of Emirati Identity.

According to participants (Kelsey, Parker, Jaden, Izzy, Ellis, Corey), the underlying rationale for the "seen" and "unseen" nature of the reading scripts is due to consideration of students' difficulty with reading. This context is an oral culture traditionally and students are not motivated to read or to apply effective reading strategies (Izzy, Morgan, Addison, Alex, Cassidy) and this format of assessment allows educators to "see if the reading techniques we teach are being used by students" (Parker Int. 1, p. 15). The first reading exam in the semester is unseen and follows a "traditional format. Students come in, sit down, are given the two reading passages and the question and answer sheets. They have 90 minutes to complete the exam. Typically, we have about a 30-35% failure rate" (Cassidy, Int. 2, p. 6).

Izzy believes there is "value in the seen and unseen reading. Reading tends to be something that they do quickly one week before the assessment when they fit in between everything else that they are doing and that is unfortunately their weakest skill" (Int. 1, pp. 14-15). Ellis, Kelsey, Corey, Cassidy, Jaden, Spencer, and Parker agree:

> The English team was thinking about ways we could force them, in a high stakes situation, to use the skills taught. Students take the readings home. We create IELTS type exam questions and get them to think about this by giving them the reading script to study. They know what kind of questions are likely on the test. We give them the text and say "you are going to be tested on this—look at it carefully and come prepared." It turns the assessment into a learning experience. A student shouldn't simply come in, do an assessment, go away and get a mark. It should all be built into the learning process. (Parker, Int. 1, pp. 15-16)

Teaching English is difficult in this context due to the dual emphasis between mandated achievement of IELTS as a graduation requirement, due in part to the commercial nature of Dubai and the task-based approach to curriculum. This tension results in the educators using the IELTS framework to facilitate English with authentic media-based materials. Participants believe this approach allows students to practice their exam testing skills, while providing relevance and maintaining a relationship to curricular content.

HD1 curriculum responds to the nature of Dubai as a multinational and diverse context through exposing students to the employment market in Dubai, Emiratization themes, adapting curriculum in response to change, virtual international exchanges and by addressing Dubai's need for demonstrable international English language proficiency standards. Tensions emanate, mainly pertaining to addressing the need of teaching to standards and the

task-based nature of curriculum. Tensions result in the creation of English content and assessments that address the standards mandated by HCT but still provide relevant and meaningful learning. Participants agree that teaching to the test can be relevant, but it takes a great deal of thought and creativity.

Concluding Remarks

The data reveal significant patterns relating to curriculum and implementation that directly relate to context. In this environment, participants record that understanding the factors that influence the nature of teaching is imperative and cannot be divorced from curriculum or implementation. The findings reveal that awareness of factors pertaining to education of Emiraties as a specific community is crucial because all students in HD1 are Emirati. The findings reveal that awareness of factors pertaining to Islam is crucial in this context as all students are Muslim. The findings reveal that awareness of factors pertaining to the social nature of Dubai is crucial because of its multinational, multicultural, and diverse nature.

In addition, the participants in this study are an international group of educators and this is an integral feature of their contribution to knowledge. All participants were very forthright in their acclaim for what they have learned from each other and from students. An important aspect is how often participants discussed the minor moments or reciprocal learning that emanated from stories, meetings in the hallways, sitting down for lunch with students, riding on the bus during a field trip, or watching set up during the Bazaar or Current Issues Forum. Ellis states "These are moments of learning that don't appear on a spreadsheet, but are immensely significant" (Int. 2, p. 7).

Perhaps, the most significant element from the data concerned how frequently the participants emphasized the importance of understanding context. The word "here" was the most common pattern in the data regardless of theme. Almost every comment was anteceded or predicated with the word "here." As Bailey states "Here, you have to go very deep in your learning in order to understand" (Int. 3, p. 34).

Significant to the discussion of context is the absence of students' voices in relation to their learning or to these data. Corey, Cassidy, and Kelsey identified a concern regarding lack of students' voice. Kelsey states "Has anyone ever sat down with students and asked them? Are you interested [in higher education]? What is your motivation? Why do you feel the need to know this information? Where will it take you and do you even want to go there?" (Int. 2, p. 3).

The educators who participated in this case study, appear to have developed a sense of contextual awareness and enthusiasm for their work. Jordan states "Here, there is this incredible synergy. We all bring different capabilities that compliment on another and we have this phenomenal experience. Everyone working towards a common goal; it is a very exciting thing" (Int. 2, pp. 21-22).

CHAPTER FIVE: CONCLUSIONS

"HCT will continue as an institution of world distinction—not only because of the scope and quality of the education it provides, but also because of its service to our society. Our aim is to ensure a clear sense of purpose, to guarantee relevance in our curriculum, excellence in teaching and learning and the graduation of accomplished young men and women who will ensure the highest quality of life for the United Arab Emirates and its people" (H. E. Sheikh Nahayan Mabarak Al Nahayan, as cited in HCT, 2007, p. 14).

This is a qualitative case study of curriculum, designed and implemented at Dubai Women's College (DWC), in the Higher Diploma Year One (HD1) program. The purpose was to understand the nature of design and implementation of curriculum directed exclusively for Emirati female students in the United Arab Emirates (UAE). I sought to provide a thick description of constructivist curriculum, in this unique context, at this particular moment of time. This study focused on the following: the participants' perceptions of the influences of this unique context on the design and implementation of curriculum; the issues and tensions they experienced as teachers and supervisors in the implementation of this curriculum; and the relationship between the twofold mandates of teaching to standards (IELTS) and the constructivist orientation to curriculum. The four core courses that comprised the HD1 curriculum are Math, English, Business, and Information Technology. Following a case study approach, I collected data from the following sources: 19 participants agreed to qualitative interviews, all lesson plans, assessments, resources, and the entire curriculum for the academic year 2008-2009.

This chapter begins with a discussion of the main finding that contributes to contemporary discussions of educational theory; this primary finding represents a description

of constructivist curriculum in an Arab, female, higher educational facility, as designed and implemented by a team of international educators. This finding is described as: A Snapshot of Constructivist Curriculum in a Female Emirati Higher Education Context. This primary finding is influenced by five key elements as shown in the data all of which impact contemporary conceptions of curriculum, practice, and educational theory. After this, I discuss recommendations, implications, future research, and final thoughts.

Snapshot of Constructivist Curriculum in a Female Emirati Higher Education Context

The primary finding of this study describes a contextualized, constructivist model of curriculum, in practice, in a Middle Eastern context. Previous discussions of constructivism are based predominantly in Western educational contexts, which support learning needs that are different from this Arab context. The findings from this study support understanding how constructivism looks as a highly contextualized curriculum model for Emirati women in a governmental, higher educational facility.

Constructivist models of curriculum emphasize learners' development of conceptual understanding through instructional design (Vogel-Walcutt, Gebrim, Bowers, Carper, & Nicholson, 2011). Constructivism is a theory that describes the nature of knowledge constructed cognitive and socially (Case, et al., 1996). Various scholars have discussed constructivist curriculum in various ways, suggesting a continuum from moderate to radical constructivism (Cronje, 2006;,Sánchez & Loredo, 2009, von Glasersfeld, 1996). These models function on this continuum through degrees of objectivity or subjectivity (Sanchez & Laredo, 2009). The basic premise of radical constructivism is that "every reality is unique to the individual" (Karagiorgi & Symeou, 2005, p. 18; see also Cronje, 2006; von Glasersfeld, 1996). Moderate constructivists, however, believe in shared reality with embedded social

constraints that affect the constructive process of learning (Cronje, 2006; Karagiorgi & Symeou, 2005). While the constructivist curriculum that is the focus of this research appears to represent a moderate model of constructivism, I agree with Sánchez & Loredo's (2009) reservations about these dichotomies that may cause "them to loose [sic] the specificity that constructivism has a powerful and original theoretical perspective" (p. 333). His stance is simply that constructivism is a basis for designing curriculum based on the belief that knowledge is cognitively and socially constructed by the learner as they interact with experiences and ideas.

Curriculum developed using constructivist models acknowledges that tantamount to learners' construction of knowledge is the recognition that they are "active organisms seeking meaning" (Driscoll, 2005, p. 387) and that curriculum should provide learners with "tool kits"(Jonassen, 1991, p. 6) for mental construction through relevant learning opportunities. However, in this meaning-seeking adventure of learning, this study demonstrates that the curriculum must meet students where they currently are and consider where, socially, culturally, and religiously, they are encouraged to go. This study shows that these factors are entirely dependent on the context. Thus, I believe that constructivist curriculum and models of constructivism are context dependent, and must be designed and implemented by those with in-depth knowledge of these factors. This study supports my belief that educators outside the context could not develop the highly contextualized constructivist curriculum as represented in this dissertation. To illustrate, five key elements from these data speak to the creation and implementation of this contextualized constructivist curriculum that is specific for Emirati women at this time, in this changing society. They are discussed as follows:

1. Re-examining Third Space Theory: The nature of these international educators, their thoughts, their learning, their motivation, their tensions, and their sense of "home" in their perceived "homelessness";
2. Polarizing Methodologies: The false dichotomy of implementation of "Western" educational theory in an Arab context;
3. Transforming Vision: The use and connection of structural functionalist educational theory and transformative learning theory to empower female Emirati higher education students as they re/envision their roles as participants in the workforce of Dubai;
4. Postmodern Perspectives: Understanding the impact of specific contextual factors on the design and implementation of curriculum in this Arab context;
5. Standards and Relevance: Examining the relationship between teaching accountability standards (IELTS) and relevance (Integrated, Experiential Constructivist Curriculum) as a necessary tension in this context.

All of these five elements had a profound impact on the decisions this team of international educators made in the design and implementation of this contextually relevant constructivist curriculum.

Reexamining Third Space Theory With International Educators

The educators/participants in this case study come from across the globe. All have lived and taught in different nations as "the other" and have a finely tuned sense of hybridity as occupants of third space (Bhabha, 1994). English (2003) describes third space as integral to constructions of identity for international educators. Wang (2007) describes third space as an internal process of negotiating between oppositional beliefs. International educators

acquire a worldview that must, as a function of their existence, seek hybridity between beliefs and tensions encountered (Bhabha, 1994).

These participants, as a function of their international identity exist and operate between, beyond, and within contexts, cultures, and the learning environments, all of which have the potential to create opportunities for profound learning experiences. These experiences also have the potential to generate confounding tensions. Learning opportunities are generated as international educators quench their curiosity about culture, religion, and different ways of being and knowing. Tensions emanate when identities, values, beliefs, and insecurities clash with their international experiences and new knowledges. Some manner of hybridity is necessary for the survival of an international educator. This study confirms participants' experiences with all of these elements of third space theory; however, this study also indicates there is more to third space theory than currently conceived.

Based on the data collected from these multinational, international educators, discussions of third space warrant consideration of these additional components: spirit of community; motivation; musings over tensions; employment insecurity; and the development of a sense of "home" in "homelessness."

Spirit of community. A dominating theme in the data relates to the spirit of community among these participants. Parsons (2007) describes "community" as a relationship of solidarity within a social relationship, based on a common set of circumstances. All participants in this study acknowledged that the most valuable aspect of working on the HD1 team emanates from the opportunity to work with this highly devoted, knowledgeable team of faculty and staff. All participants acknowledge the strong team spirit, the international diversity, the opportunity to learn from the diversity represented

among the team, and the spirit of professional and personal support present among the HD1 team. In fact, 3 participants and 1 supervisor participant referred to the HD1 team as the "Dream Team" of international educators. This team appeared collegial, innovative, supportive, and genuine.

It appears reasonable that the multinational nature of these professionals operating in third space, and the collaboration required from the nature of the integrated curriculum are factors that coalesce and nurture this spirit of community in a manner that aligns with Parson's (2007) description of "community." They are involved in this experience together and in order to make this form of curriculum work to the benefit of students they must foster this spirit of community. All participants specifically identified the pleasure they experience from working together, sharing ideas, debating merits, and arriving at consensus and potential strategies for continual improvement. As well, participants believed they are contributing to shape the education and future with these female students in a way that values the students' beliefs, empowers them in their decision-making process, and gives them voice in this rapidly changing developing country. All participants indicated a sense of pride at what is accomplished in HD1 and a sense of homage toward each other and the students. There existed among this team of international educators a very strong spirit of community that sustains them in third space.

Motivation. What is it that motivates someone to teach internationally, and why do they stay away from their homeland for extensive periods of time? This is a significant question because third space theory has not yet explored why a person would choose or seek this kind of lifestyle. Third space theory addresses how an individual accommodates when

international experiences occur (Bhabba, 1994; English 2003; Spring, 2007; Wang, 2007), rather than why these international experiences are sought.

Ten of the 19 participants articulated that they felt a call to adventure drawing them to an international life. They wanted to immerse themselves in new environments and learn as participating members of a new cultural community. They felt a cultural curiosity. I define "cultural curiosity" as the heartfelt curiosity about a specific culture that leads to the desire to learn through direct immersion for extended periods of time. This involves living and working within the community as a participating member and according to the rules and mores expected within the culture of residence. This cultural curiosity can be in relation to one specific cultural community, or the curiosity can foster a desire to learn more about other cultural communities. Thus, as the adventure continues, it becomes a lifestyle.

The devotion to an international life and the cultural curiosity that is part of being an international educator is not necessarily pervasive among all who teach internationally. Within the international education realm, several colloquial terms are used to describe the industry that I have purposely refrained from using: the terms "teacher tourists" and "travelling teachers" (Meddings & Thornbury, 2009, p. 72). These terms refer to those who choose an international life mainly as an opportunity to travel for a few years and then return to their homeland. For teacher tourists, the adventure does not become a lifestyle. They may visit the tourist sites, try some new food items, teach for a while, and then move on or go home. They may or may not be qualified teachers, and in many cases they may be teaching illegally on tourist visas. This is a pervasive aspect of international education, particularly in relation to ESL "teachers" in this (Al Sweidi, 2006; Harb & El-Shaarawi, 2007) and other regions (Griffith, 2005; Meddings & Thornbury, 2009).

For many people, the idea of living an international life is appealing as it is an opportunity to be a voyeur of a culture. In reality, many of these travelling teachers only stay for short periods of time, and/or only superficially learn about the culture of residence. In addition, occasionally educators may consider short excursions to different places for research. These opportunities do offer a taste of what it means to consider the role of culture in context. They do not, however, allow immersion in the community of residence, where international educators as "the other" and must operate within third space, which is where the real learning begins.

Many people cannot adjust to an international life and do a "midnight run" ("ESL Glossary," n.d.). This is another colloquial term common among ESL teachers internationally to refer to teachers who suddenly and without notice return to their homeland. Often they leave due to anxiety, culture shock, home-sickness, or just an inability to live an international life (Austin, Gregory, & Martin, 2007; Brettingham, 2007a, 2007b, 2007c; Cohen, 2001). In addition, sometimes teachers are forced to return home, deported, due to cross-cultural blunders, which could occur with any international educator in any context. The life of a professional international educator who is dedicated to the adventure of his or her lifestyle and functions in third space is not one of superficial understanding of context. Rather, this is a life pursuing knowledge that emanates from living within a community as "the other" (Bhabba, 1994): making mistakes, apologizing and correcting them, reflecting on the growth that occurs, and thriving from the adventure of quenching cultural curiosity.

It is significant that none of my participants had taught only in one country; all had lived in various geographical places for most of their professional careers and for extended periods of time. These participants explicitly desired international experiences of diverse

cultures, and diverse religious beliefs. They wanted to be part of the experience—not superficially as a tourist, or as a short-term visiting teacher/lecturer, or even in one international community. This motivation, this cultural curiosity appears to form an ontological state of mind for these international educators in third space.

All participants acknowledged that "going international" changed them in deep and meaningful ways. Predominantly, these participants suggested that expatriate educators must release a neocolonialist hold on "their knowledge" to embrace new and alternate "knowledges." This discussion emanated from my question to participants: "What have you learned from being an International Educator?" Instead of commenting about specific cultural elements, or teaching elements, as I had anticipated, all participants spoke of reciprocity of their learning from students and colleagues in addition to commenting on their personal growth. Participants stated their real learning was to let go of their hold on knowledge to learn from others' knowledge. All participants warned against the danger of fostering a colonialist agenda or fostering an "internal colonialism" (Scott & Marshall, 2009, p. 367). This premise was elicited from participants, regardless of their homeland. They posited that international educators should not approach their position with predetermined, rigid, idealized, and universalized educational objectives. All stated the danger in thinking that they are the *purveyors* of knowledge and internalizing a belief that rationalizes a heightened level of self-importance.

Among all participants, I sensed a level of humility for themselves and a sense of awe for the potential to learn from colleagues and students alike. Eleven participants specifically identified the necessity for international educators to be sincere in their will to learn from the cultural context and all participants acknowledged that it is essential to "go deep" in learning

"here" about the context in order to teach effectively. Third space theory does not support fostering a colonialist agenda. Third space is about releasing a colonialist hold as purveyors of knowledge and with sincerity embracing the potential for learning from every experience and every person. This is a significant contribution to third space theory: sincere, eager anticipation and embrace of cultural learning as a motivation for becoming and remaining an international educator.

However, this ontological position and perspective has the potential to be misinterpreted by those who cannot imagine the life of an international educator, and those who respond negatively to musings of international educators (Getty, 2011). This might explain, in part, why these international educators in this study appeared resistant to return to their homelands; these participants encountered negative reactions to their observations regarding their lives in third space.

Musings over tensions. Interestingly, the tension that seemed the most troublesome for participants in third space revolved around conversations about their decisions to live in a Middle Eastern country. This tension occurred in 12 participants' discussions regardless of their nationality. Many of the experiences shared by these 12 participants indicated that upon their return home, they encountered both ignorance and/or distain for the Middle East, Arabs, Muslims, and the UAE. This appeared to indicate a significant level of intolerance and lack of knowledge. In particular, Arab women, their roles in society, and their choice to wear a veil or not were topics of debate upon the return home of these participants. These moments were filled with tension for these participants as they attempted to inform and educate. All participants acknowledged that various assumptions of life, learning, and living in the UAE, or in other international contexts do not necessarily conform to ideas held at home (Getty,

2011). Many societal changes in the UAE are evident but are not evident to those at home. For instance, this generation of women in the UAE are officially and educationally empowered to define their roles as suited to their beliefs and how they wish to determine their future. Participants revealed that people in their homelands found this information both surprising and shocking, likely due to the lack of knowledge many people in various places have about women in the Middle East.

Data indicated a lack of willingness on the part of those who have not lived an international life to hear that their perceptions may be misguided, or to learn that they are not as open-minded as they initially consider themselves to be, a finding Getty (2011) also observed. Several participants discussed the narrow vision of educators "back home" who are unwilling or unable to see the world through "others" eyes, even though he/she believed this is part of their obligation as educators. Twelve participants disclosed the animosity others feel when their assumptions about women in the Middle East were discredited. Two participants discussed being accused of "going Arab" when they attempted to enlighten certain values Muslims hold.

While these educators in third space discussed openly their sincerity in learning about their community of residence, it appeared that their hybrid mindset was not welcomed or understood upon their return to their homelands. In some cases, it appeared international educators' sincerity was treated with animosity during interactions with people in their homelands. In some cases, international educators in third space, upon their return home, have had their sincerity perceived negatively by some people, both at home and abroad, who have difficulty conceptualizing an international educator respecting Arab culture and religion.

Employment insecurity. Another tension was related to employment insecurity. The working life of an international educator does not have any sense of job security and mistakes are costly; thus, self-censorship is a matter of survival. Participants believed that self-censorship is a fact of life; a skill international educators discover and incorporate quickly into their day-to-day and professional, communicative exchanges. This does not mean that educators cannot create and implement educational opportunities designed to extend cultural boundaries and explore real societal issues. In fact, participants acknowledged that one of the strengths of the curriculum is its ability to adapt and change due to circumstances that occur in the real world, including during moments of global strife. There was a degree of professional freedom afforded to these educators, but all efforts in relation to curriculum and implementation were mediated by the awareness of job insecurity and faculty abilities to self-censor because of fear of consequences.

According to these international educators, cultural boundaries can be and were explored. The curriculum was also carefully controlled by the educators as they perceived that fault or complaint would be levied against them personally and professionally, and media backlash against the institution was an ever-present concern. For instance, both the Current Issues Forum and the Bazaar with the associated opening of the campus to a limited but public domain represented the two strongest curricular events that extended boundaries for students. But, these events also had the potential to invite discord. Efforts to extend the cultural boundaries shared three characteristics:

1. Students' Control: Inclusion of controversial topics was research oriented and student driven, and required students to locate alternative perspectives which must be evaluated, presented, and debated;

2. No Opinions: When controversial topics were presented by educators for discussion, the educator employed a heightened sense of self-censorship through asking questions but refraining from offering a personal opinion or conclusion;
3. Classroom Management: The conversation was managed to ensure that all students had the opportunity to express themselves.

These three elements allow the exploration of cultural boundaries to be *controlled by students*, rather than imposed on them by an authority figure. Neocolonialist approaches must be avoided at all costs if controversial issues are to be explored. These international educators in third space, who have no job security, understand that controversy need not be avoided altogether, but must be incorporated in a way that empowers students to construct knowledge, evaluate it, critique it, and use *their voices* to contribute to the dialogue about controversial issues.

These international educators recognize the need to develop advanced self-censorship skills, and a nuanced ability to understand what cultural boundaries they can extend. This is a matter of survival for international educators in third space due to lack of job security as a result of concern regarding how their efforts will be perceived.

"Home" in "homelessness." Current discussions of third space theory (Bhabha, 1994; Wang, 2007) do not consider an aspect that dominated participants' responses in this study: A sense of being at "home" in "homelessness." A sense of the nomad appeared to be present in all these participants who had lived in international settings for many years. When I questioned the participants about their intentions about returning home, surprise was the most frequent reaction. Seven participants were clearly taken aback and returned the question to me: What is home, and also why? For some participants, going home may mean

returning to political turmoil, or difficulty in obtaining employment, which are relevant and valid concerns. However, these issues do not explain the reactions of other participants entirely.

"Homelessness" was not discussed with discomfort by participants in this study. Rather, it was seen as an element describing who they are, the life they lead, the learning they continue to acquire, and the beliefs they hold from their international experiences and their identity in third space. In speculating about this, I consider two elements that may contribute to international educators in third space sense of being "home" in "homelessness."

First, several participants observed that people from their homelands do not understand their lifestyle, and, in some cases, distrust the nature of their new global perspectives. International experiences have become part of these participants' sense of identity with an internalized desire to continue the adventure. Participants seemed to have developed a sense of "home" as being the global landscape. Thus, the globe may be these participants' home. Second, it appears that few people can understand the real life of an international educator. Participants stated many people express desire for an international life, but cannot envision or thrive in one. As well, many who try it cannot adjust or adapt and they often return home. Some people do manage to live internationally for brief periods and then return home after a few years. Rarely, does "going international" become a lifestyle unless the person is capable of thriving in third space.

The accommodation process involved with an international life aligns with Wang's (2007) discussion of third space as the discovery of a sense of symmetry between seemingly oppositional forces, ideologies, or thought processes. However, based on this study, current discussions of third space are incomplete and must be reconceived to include the sense of

"home" in the "homelessness" as part of an international educator's life, identity, and values. This sense of "home" in their experience goes beyond accommodation, adaptation, symmetry, or hybridity to a sense of being at "home" regardless of where they reside or what comes next. Indeed, it appears that the globe is an international educator's home.

Summary of third space theory and international educators. The results of this study indicate that there is more to third space theory than hybridity or sense of symmetry in oppositional forces. These international educators actively seek the opportunity to become the other of themselves (Bhabha, 1990, 1994) and sincerely embrace their learning in new cultural contexts. Participants had a highly developed spirit of community and identify cultural curiosity as a prime motivating factor. This study indicates that these international educators in third space have a nuanced sensibility toward others' knowledge, and as a group have a sense of support for each other. They embrace a willingness to let go of "their" way, embrace "other" ways, while they formulate "new" ways to create educational opportunities in curriculum and implementation for their students to whom they are devoted.

While participants acknowledged that development of self-censoring skills is integral to their ability to thrive as international educators, they also had a highly attuned sense of cultural boundaries, and how and when those boundaries can be explored. This developed as part of their learning. Further, participants disclosed that one of their tensions regarding their hybridity involves their roles as defenders of their hybrid nature to those who cannot understand an international life. This is often perceived as uncomfortable or disagreeable to those "back home." As well, these international educators appear to feel little desire to return to their homelands. Some are unable to return, and some to varying degrees discussed their feelings that they were already in their homelands, the global landscape. Indeed, they had

developed a sense of "home" in their "homelessness." All of these important inclusions to third space theory have a direct impact on the following discussion of educational theory and practice in the East and the West.

Polarizing Methodologies: The False Dichotomy of Implementing of "Western" Educational Theory in an Eastern Context

With globalization, there has been an increased interest in the literature related to international education, particularly in developing nations. Much of the concern in the literature relates to the notion of "exporting methodologies" (Halbach 2002, p. 243); the exportation and implementation of a specific method, methodology, or theory in a different country. Primarily, the literature discusses this concern from the perspective of teaching "Western" theories and embedded values (Bleakley et al., 2008; Garson, 2005, Halbach, 2002; Hoppers, 2009; Richardson, 2004) in Eastern contexts. This concern is valid. The use of any educational theory should be framed with recognition of the underlying values inherent within the theory.

However, these findings suggest that there is a false dichotomy presented in the literature of "Western" theories being implemented in "Eastern" contexts. I believe this binary line of distinction obfuscates the opportunity to think about multiple ways theory can be conceptualized, discussed, envisioned, and re-envisioned, in practice and in different places. The educators in this study came from across the globe and have lived in third space through their international experiences for most of their professional lives. The distinction of educators who come from the West and East did not significantly apply to this group of international educators because of this diversity. In addition, these international educators designed and implemented an orientation to curriculum in a manner highly contextualized to

the UAE and female Emirati students and enlightens in regard to concerns noted about "exporting methodologies" (Halbach, 2002, p. 243), particularly in relation to cognitive, social constructivist theory and experiential learning theory.

Cognitive, social constructivist theory and experiential learning theory. Case (1992) asserts that individuals construct knowledge through central conceptual structures. Construction of knowledge is facilitated through social interaction and cognition, and curricular design should consider both in the design process. These are consistent with the findings in this study. The curriculum created by HD1 educators considers the importance of both cognition and social interaction in students' meaning-making process and specifically incorporates these in learning opportunities within the framework of the task-based orientation to curriculum. As well, the curriculum focuses on the importance of experiential learning and reflection (Dewey, 1929) through the curricular tasks during students' meaning-making process. Dewey (1929) argues that education should provide students with relevant learning experiences that enable their contribution to society and the real-world curricular tasks and authentic resources address this discussion. This mirrors the view of learning as a spiritual quest, and as a "means of giving back to their communities" (Merriam & Muhammad, 2000, p. 60) that participants in this study acknowledge as apparent through students' respect for education, teachers, and learning.

These philosophical orientations about constructivism parallel commentary by the prominent, ancient Islamic scholar, Al Ghazzali in *Kitab, Book of Knowledge* (translated by Faris & Ashraf, 2003). Hague (2004) states that Al Ghazzali drew from both the Holy Qur'an and the Hadith for this dialogue on learning, to exemplify the spiritual emphasis in Islam on learning and knowledge: "Arabs are found naturally disposed to honour their

teachers because the latter are distinguished by a great deal of knowledge derived from experience" (Ghazzali, as cited in Faris & Ashraf, 2003, p. 76). An entire chapter of the Kitab—the Book of Knowledge is devoted to the excellence of knowledge through applying reasoning and thinking processes on experiences. Kamis and Muhammad (2007) articulated that the Holy Qur'an is replete with verses asking and advising people "to use their intellect, to ponder, to think, to know" (p. 32) and requires humanity to "travel the world so they can better reflect on their actions" (Holy Qur'an, 3:137). A verse from the Holy Qur'an (1413 H.: Sura 10) referred to in Islamic education texts: "never will Allah change the condition of a people until they change what is in themselves." Clearly, reflection and reasoning are not in contravention with Qur'anic ideals.

According to Henderson and Gornik (2007), constructivist curriculum includes the following aspects: experiential, task-based approaches, critical thinking, problem solving, and reflection. Thus, there is a commonality between what is considered contemporary aspects of constructivist learning theory and Islamic discussions of learning.

Current literature about education in various Arab contexts questions the suitability of teaching for reflection and critical thinking in an Arab context. Scholars Richardson (2004) and Garson (2005) related students' difficulty with reflection and critical thinking to culture and religion. Richardson questioned the suitability of requiring these aspects from an Arab community when "Arab-Islamic codes of behaviour … may pose serious obstacles to the implementation of reflective strategies" (p. 429). Both Garson and Richardson specifically indicate a concern about requiring students to engage in questioning in a context where students cannot question their Islamic religion or cultural/social hierarchy, and therefore they

claim that requiring students to embrace a questioning epistemology in other areas privileges "Western" orientations to knowledge, which may be unsuitable.

The findings of this study challenge this generalization. While asking students to question or critique Islam is not acceptable under any circumstance, this study suggests that students' initial difficulty with higher order learning concepts may be linked to prior learning in elementary and secondary schooling that emphasized the transmission model of education. Students had never been given the opportunity and therefore did not know how to engage with these skills. This study indicates that HD1students arrived in higher education having few prior experiences that have supported active, meaning-based learning, not because it is unacceptable to their culture or religion, but because the opportunities to learn in this way have not been provided. Additionally, 3 participants specifically indicated that some students enter the program after experiencing ridicule or corporal punishment for asking questions in their prior learning experiences.

Why are elementary and secondary schooling considered inadequate? Consider the fact that the UAE is a young, developing nation with a dearth of qualified educators, and few Emirati educators. It is important to note that, according to Ali Majd Al Sweidi (2006), Assistant Undersecretary in the Department of Planning and Human Resources Development at the Ministry of Education, there are over 4,500 teachers in the UAE who are not qualified, lacking even a diploma in education, or any other discipline. Many of them are teaching illegally on tourist visas. This is an aspect of international education that is not limited to the UAE, but extends to other regions in the Middle East. With these factors in mind, it is understandable that students arrive at higher education facilities unprepared for their learning journey and without a basis for developing higher order skills.

Culture and religion are not to blame, necessarily. Participants in this study dedicated a significant amount of time and effort to encouraging students to ask questions. They also taught students how to ask questions, think critically, conduct and evaluate research, and reflect on a variety of topics in the accomplishment of curricular tasks.

The HD1 curriculum supports an experiential approach, which all participants observed as extremely challenging for students in Semester 1. This is hardly surprising given that the HD1 curriculum is totally different from any form of education students have ever experienced. But, participants acknowledge that by the end of the academic year, students are taught and required to perform reflection, critical thinking, evaluation, and problem-solving skills. Students appeared to have a fairly strong grasp of how to manage these activities. In addition, the end of the academic year culminated in the Current Issues Forum where students presented all of these skills on controversial topics in a public, 3-day event. In addition, participants specifically indicated that reflection is a very challenging task for anyone. Thus, it appears that these tasks and learning strategies are not unsuitable or inappropriate; they are just difficult for students due to the preponderance of the transmission model of education dominating previous elementary and secondary schooling. Students arrived unprepared for higher education. Any student with a similar educational background would find constructivist, experiential learning new and confusing.

I argue, if students receive explicit instruction and constant reinforcement across disciplines, if teachers model critical thinking, reflection, and questioning techniques, and if students are encouraged to use these strategies, then students can and will embrace these modes of thinking. If they see that these efforts are valued as integral demonstrations of their learning, Arab higher education students can and will reflect, think critically, and question

almost every topic, except Islam. In some cases, they will engage in all of these learning activities with highly controversial and sensitive topics and in public domains. For example, students during the Current Issues Forum presented in public their research regarding genetic birth disorder due to consanguineous marriage—in a context where cousins marrying first cousins is the preferred marriage choice. Thus, the assertion that culture or religion as the basis for certain learning activities being "unsuitable" represents a superficial understanding of the complexity of the issue. The call for disseminating educational theory as "Eastern" or "Western" binary lines of opposition, is therefore, misleading and reductionist. Research from international educators in third space is able to contribute significantly to knowledge in this respect.

Summary of polarizing methodologies. Importance rests with thinking about and reconceptualizing educational theories with an international lens, and implementing theory with substantial awareness of the role and needs of the specific context. This is a substantial knowledge international educators in this study contribute: in-depth and profound understanding of an Arab context is crucial to this educational event. Thus, the false dichotomy of separating educational theory along Western and Eastern binaries, and simply attributing difficulties to culture or religion is misleading, reductionist, and negates the potential of reciprocity of learning from our globalized world. The real issue is uncovering who the students are at this point in time in their context, reconceptualising theory from an international lens, and implementing educational strategies that recognize the contextual factors to create and implement a contextually relevant curriculum.

Transforming Vision: The Connection of Sociological Functionalist Theory, Transformative Learning Theory, and Empowerment of Emirati Students

This study revealed that sociological functionalist theory and transformative learning theory can be compatible educational theories. Sociological theory of education emphasizes the role of education as a function of society (Angell, 1928), and its utility is to impart the knowledge and behaviour norms necessary to maintain social order (Parsons, 1937). Socialization processes of education operate to unify groups to work toward common goals, in order to keep society from "disintegrating" (Cookson & Sadovnik, 2002, p. 267). Ballantine and Hammack (2009) ask an important question regarding functionalist theory: "Whose knowledge, for whom" (p. 35), and I ask, "For what purpose"?

Transformative learning theory (Mezirow, 2000) promotes adult education focused on changing core values and habits of mind through critical thinking and reflection. The ultimate goal of transformative learning theory is establishing autonomy in thinking processes from socialized influences. Merriam and Ntseane (2008) argue for a re-examination of transformative learning theory in international contexts in order to learn about "the role of context; the nature of catalysts of transformative learning; the importance of emotion and spirituality, and relationships in the process" (p. 184). Thus, sociological functionalist theory and transformative learning theory coalesced to form the theoretical underpinning for the HD1 curriculum and answers the questions "whose knowledge, for whom" (Ballantine & Hammack, 2009, p. 35) and my concerns regarding "why" and "for what purpose"? The answer to these questions underlying HD1's curriculum is globalized knowledge, for Emirati women for the purpose of increasing their presence and leadership in the work force of Dubai.

In Dubai, 2005 census information indicates the following demographics: foreign population 1,183,880 people; Emirati nationals 137,573 people. This means that Emirati nationals in 2005 represent 11% of the population. Of this, figure, only 12.4% of Emirati women are employed in the workforce (UAE, Ministry of Economy, 2005, p. 15), a statistic the UAE government wants increased because of the population imbalance. Thus, the UAE government, the Ministry of Higher Education, and HRH Sheikh Nayahan the chancellor of Dubai Women's College mandate that the role of the HCT system is to ensure Emirati students graduate with employable skills in order to meet the Emiratization mandate. The Higher Colleges of Technology centralized Academic Services office mandates the specific outcomes required for each course taught in the curriculum. All knowledge taught is derived from the premise of Emiratization, which aligns with a sociological functionalist view of education: DWC is educating students to take a participatory role in the workforce.

However, Emiratization involves more than merely ensuring students have employable skills and a diploma. Emiratization is also about changing habits of mind, especially for Emirati women, as Dubai continues to transform and position itself within modernity. The following integral features from the data are discussed in relation to both functional theory and transformational learning theory: employable skills for a rapidly changing society; behaviour change and work ethic; and ideological change for public female participation in society.

Employable skills in a rapidly changing society. Sociological functionalist theory connects curriculum and knowledge to the political face of education as a societal entity. A common critique of functionalist theory is that it does not deal with "content" in the

educational system (Karabel & Halsey, 1977, p. 11). Critics of functionalist theory also argue that it supports the interest of the dominant group and assumes that change occurs in a slow and deliberate fashion (Ballantine & Hammack, 2009; Davies & Guppy, 2010; Hurn, 1993). In Dubai, according to this study, none of these assumptions or critiques aligns:

1. The content in this educational system is highly contextualized to the workforce of Dubai.
2. The interests of the Emirati people are the dominant group, but they are a powerful minority in their own country. It is arguable whether or not Emirati women represent the dominant group.
3. Change is not a slow process in Dubai. Change occurs quickly and has a direct impact on the education system.

Throughout the data, participants disclosed information about Emiratization, which refers to a legal sanction for all businesses in the UAE by 2009 to employ an Emirati citizen, and by 2010 to employ an Emirati citizen in a supervisor position (UAE, Ministry of the Economy, 2010, p. 79). The knowledge or content required for this functional purpose are: English language skills; advanced technology skills; mathematical skills; knowledge of the economy; and principles of business management. In addition, for Emiratization, students need to learn to communicate effectively in a public and non-gender segregated domain, work in a team, and complete real-world tasks. All of this knowledge is taught through the HD1 curriculum exclusively for Emirati female students because these are the primary skills they are lacking upon completion of secondary schooling. In addition these skills are necessary for students to acquire if Emirati women are to take work and leadership roles in Dubai's business and information technology sectors, where few businesses are gender

segregated with the exception of some women-exclusive banks in operation in the UAE. This content aligns with structural functionalist theory (Ballantine & Hammack, 2009; Davies & Guppy, 2010) as the purpose behind the content taught is Emiratization.

Does this purpose support the interest of the dominant group? In consideration of this critique of functionalist theory, several issues must be considered. Emiraties themselves are a population minority in the United Arab Emirates, although they are a politically and economically privileged minority. The infrastructure of Dubai, including finance, business, construction, stock market, and hotels are largely managed or owned by foreigners. Most of the educators and administration comprise foreign faculty, which mirrors the population demographics of Dubai. In this study, the foreign faculty deliver global, real-world, information and tasks, with authentic resource materials contextualized to the locale to Emirati female students, which do not form the dominant group due to the fact that they are only minimally represented in the workforce.

The curriculum designed and implemented specifically focuses on Emirati female leadership and entrepreneurship. Ultimately a goal for the HCT system is for increased public participation of Emirati women, in Business and Information Technology sectors, and for public leadership in UAE society as students transform their identities and envision leadership roles in accordance with their cultural and religious belief structures. While this is in the interest of the government and the Emirati people, it is also an act of transformation. This represents a cultural and societal change upon which these students must mediate, reflect, and define on their own terms.

The data also indicate a great emphasis on creating educational moments for students to consider, discuss, and conceptualize their Emirati identity in this changing society where

they are a minority in their own country and largely unrepresented in the public sector. The foreign faculty, as international educators in third space, raised the issue of Emirati female identity, provided the opportunities for thoughtful consideration, facilitated the tasks, and asked questions. But it is important to note that all participants also practice self-censorship particularly in relation to discussions of Emirati identity. This is integral as these students must define their Emirati identity in their own terms, according to their religion and culture, in this changing and rapidly developing global society. As HRH Sheikh Nahayan Mubarak al Nahayan states there is an urgency for us to

> Do our part in preparing a new generation of Emiratis confident in themselves, proud of their culture and language, and able to live and work in a changing and globalized world. Teachers are expected to incorporate the theme of the event [Emirati Identity] in the curriculum and projects of the students. (Jawaher & Al Manar, 2009, p. 16)

Functionalist theory assumes change is a slow and deliberate process over time (Ballantine & Hammack, 2009; Davies & Guppy, 2010). However, change in Dubai is fast and unrelenting. Those who live there adapt, or leave. Educators must be able to work with students to enable them to conceptualize these changes occurring and formulate their vision of themselves and their roles in their changing society.

Quick response to change is edified through HD1 curriculum, which demonstrates the HD1 team's flexibility and the curricular model's ability to transform itself on demand. For example, a sudden global financial crisis occurred in late September 2008, the beginning of the academic year of data collection for this study. By December of the same year, the entire curriculum for the second semester had changed to create a situation where students had to think about, research, analyze, and present on the effect of the financial crisis on Dubai. By

the beginning of November 2008, it became apparent to the international educators that students were unaware of, or protected from, any knowledge regarding the effect of the crisis on the UAE. The UAE's currency is pegged to the United States dollar, and businesses failed overnight. There is no concept of bankruptcy in the UAE, so people who could not pay their debt either did a "midnight run" or faced imprisonment. The stock market crashed and many Emirati families felt the pain of the crisis. But, students did not seem to know a financial crisis occurred or, if they did, they did not seem to be able to comprehend what had happened or how it affected them. Therefore, a curricular change was warranted in order to engage students with this global issue and it had to occur during that academic year as the impact of the financial crisis would, and did, have an impact on the planning of the upcoming curricular event, Bazaar. The curricular change was successful in raising students' awareness of the crisis. Change happens fast in the UAE, and education, educational theory, and educational strategy must be able to respond to change equally as quickly.

Behavioural change and work ethic. According to Parsons (1937), the central function of education is to impart the knowledge and the behavioural norms necessary to maintain order in society. This premise aligns with behaviourism which is based on the principle that desirable human behaviour can be the artefact of the influences emanating in an educational environment (Brown & Ciuffetelli, 2009). According to HRH Sheikh Nahayah (2008), the vision of HCT is to remain as "the number one employment-oriented Higher Educational institution ... to adapt to the changing economic, environmental and labour market needs" (p. 7). In order to accomplish this vision, HRH Sheikh Nahayan emphasizes the need to produce graduates who "are prepared to assume their positions in the workplace

.... are tolerant, knowledgeable of other peoples and their cultures, and are able to function in a global environment" (2008, p. 4).

However, unrealistic salary, benefits, position title expectations, lack of appropriate work ethic, lack of team and collaborative ethos, and lack of appropriate education has lead to high unemployment rates and pervasive negative stereotypes about Emirati employees (Ahli, 2009; Randeree, 2009; Al Fahim, 1995; MacPherson et al., 2007; Al Sweidi, 2006; Godwin, 2006) in the United Arab Emirates. Thus, the goal of Emiratization has been slow to achieve and many businesses choose to pay an imposed levy for not meeting Emirati hiring quotas (Ahli, 2009; Forstenlechner, 2008; Godwin, 2006). This circumstance is complicated by the introduction of a governmental labour law that makes it virtually impossible to dismiss an Emirati regardless of workplace behaviour (UAE Ministerial Decision, 2009, No. 176).

Therefore, much of the HD1 curriculum, and rules governing students' behaviour, focuses on appropriate work place ethics, working within a multinational, multiethnic, and multiracial society, collaboration, and teamwork. The rationale behind these curricular foci is because currently, "the totality of the UAE's population represents one of the most racially, ethnically, religiously, and socially mixed to be found anywhere" (Heard-Bey, 2005, p. 360) and Emirati graduates, if Emiratization is going to function as intended, must be prepared to work collaboratively in the workplace with non-Emirati people. Upon graduation from DWC, students will be working with men and women of all races, all cultures, and all religions. Students must be prepared to effectively participate and collaborate in this environment and thus higher education must prepare female students.

Prior to their education at DWC, in most cases, students have had little to no exposure to the real world of work in Dubai and therefore behaviourist approaches are appropriate.

In order to achieve the contextualized needs of Emirati women and the goals of the HCT system, the findings indicate that a behaviourist approach can ultimately be transformational. To illustrate, the behaviourist approach is mandated for DWC participants who attempt to socialize students into the demands of the workplace. The behaviourist approach required is guided by two premises: accommodation to culture, and nurturing appropriate workplace ethics.

In accommodating culture, participants acknowledged the many rules imposed on female students to monitor their behaviour because this is a protected environment for women. "The United Arab Emirates has a very insular culture that discourages women from interacting with men; families tend to be over protective of their female members" (Ahli, 2009, p. 42). Three participants stated that without the rules governing the behaviour of female students and restricting movement and contact, the college would not exist. It is important to remember, this is cultural, not religious. "While Islam highly encourages women to seek knowledge and education, culturally conservative families are convinced Islam prohibits a woman from leaving her house without a 'mahram' [a male relative whom a woman is prohibited to marry in Islam—a father, brother or uncle]" (Bin Zayed, 2009, p. 26). This is a legacy of thought that continues to this day.

Participants acknowledged a tension between strict enforcement of the rules governing behaviour and the curriculum designed for promoting empowerment of Emirati women. According to participants, not only do the educators question this apparent contradiction, but students are beginning to question these rules, and also question the people

required to enforce them. Students themselves are making connections between the constant themes of empowerment and the imposed rules governing their lives in their quest for higher education. For example, participants in this study disclosed students' challenging teachers policing of certain rules, such as the mobile telephone use rule, attendance, tardiness, and chaperone rules. And, change is happening: in June, 2009 a DWC graduate was named as Ambassador to China. Also in that year a woman was appointed as the first female judiciary in the UAE. In fact, in March 2010, I was invited to present this dissertation on campus and was shocked to discover the campus is now open to male visitors, security guarded, but open nonetheless.

Thus, sociological functionalist theory of education for women, as an act of transformation, must accept and acknowledge that it is necessary to accommodate cultural mores, in order to expand the radius of opportunities for female students. This allows women to become erudite in a protected environment and question for themselves the rules governing their lives. The goal is to provide the opportunity for educated females to learn, grow, question, and make their own decisions regarding their future, which can be accomplished through the provision of a protected educational environment for this cultural community. This is, indeed, transformational.

In addition, problems in achieving Emiratization quotas in the workforce (Forstenlechner, 2008; Godwin, 2006), and a preponderance of dependence on expatriate labour, means that Emiraties are encountering difficulties obtaining and maintaining employment. Regardless of quotas and penalizing levies for companies without Emirati employees, both hiring and retention remains an issue for Emirati presence in the workforce (Forstenlechner, 2008; Godwin, 2006). Employers in the UAE prefer hiring expatriates who

are seen as less expensive, better qualified and harder working (Ahli, 2009; Fasano & Goyal, 2004; Forstenlechner, 2008; Godwin, 2006; Bin Zayed, 2009):

> Many Nationals are excellent employees (and managers), but many come from a family where great wealth has been the norm for perhaps two generations. The "work ethic" has therefore not been a prominent Gulf Arab characteristic, nor has "good timekeeping." (Dew & Shoult, 2002, p. 209)

Another hurdle relates to the issue that "it is very difficult in practice to dismiss those [Emiraties] for redundancies or low performance" (Fernandes & Awamleh, 2006, p. 702). This was particularly true in 2009 when a new law was enacted that prevented the dismissal of any Emirati person without prior approval from the Ministry of Labour (UAE Ministerial Decision, 2009, No. 176), a long and laborious process.

These hurdles affecting the Emiratization mandate culminated in the need for HCT to include strict behaviourist policies to replicate an appropriate work place ethic as necessary and became an aspect of the not-so-hidden curriculum in all programs. These behaviourist protocols are designed to instil an ethos of individual responsibility: attendance, adherence to time deadlines, tardiness, mobile telephone use, respect, proper behaviour, tolerance, discipline, task completion, and on-the-job performance.

The results of this study indicate that these rules, while behaviourist, and arguably necessary in this context, are also aspects of transformation. They are part of the movement of educating Emirati citizens to take their rightful roles as leaders in their society, not through nepotism, but due to their ability, effort, responsibility, and integrity.

Ideological change for female participation. A salient and valid critique of functionalist theory of education, particularly in relation to curriculum, relates to its role in

the reproduction of societal hegemony found in workplaces. Giroux (2010), Stevens (2007), Apple (1979, 2004, 2008), Liston (1986), and McLaren (2007) discuss sociological functionalist theory of education in terms of a sieve for employment social class structures. In the workplace, credentials and competencies often learned in higher education ensure promotion and success through perceived merit. It is argued that higher education and sociological functionalist theory stream students along the same principle. Students are funnelled into college or secondary schooling designed for teaching employable skills for the workforce. Other students are filtered into universities and professions and eventually leadership positions. Society, the workforce, and the class system of hegemony, reproduces itself through schooling. Schooling, as a function of society, determines who is designated for the workforce and who is designated for leadership positions. I argue that this critique and metaphor may be relevant in developed countries, but are overgeneralized and unsatisfactory for some international contexts, specifically this Arab context.

The HD1 curriculum, overtly, emphasizes the role of Emirati women as the new female leaders of societal change in the United Arab Emirates, and emphasizes Emiratization and teaching employable skills. This is a departure from traditional roles of females in this society and is indeed transformational. The curriculum is designed to teach students about the business and information technology sectors in Dubai, ultimately for supervisory and leadership roles. The curriculum is designed to allow students to hone their skills in practice, through real-life engagement of authentic tasks, including entrepreneurial and management-related tasks. The tasks themselves replicate the roles students can expect to assume in the workforce in their chosen discipline of Business and Information Technology, which is a new and relevant experience for this generation of female Emirates.

The HD1 curriculum does not represent an exact reproduction of societal hegemony. In this case study, sociological functionalist theory represents the role of schooling as a space for transformation and ideological change about the roles of women in this society. Sociological functionalist theory as an agent for transformation occurs if modernity, ideological change, empowerment, and identity are envisioned within the curriculum and implementation is focussed on the needs of the students and their future as they choose to define it.

With the task-based orientation to curriculum, students are empowered with control over much of their learning through their completion of the curricular tasks. According to Gutierrez (1995) empowerment is "the process of increasing personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their situations" (p. 29). Students many of whom have never had within their personal power the opportunity to perform tasks, particularly in a public domain, are indeed empowered to publically engage with the business world in Dubai through their learning. Through this curriculum, students are engaged in the performance of authentic tasks (Shor & Freire, 1987), together with learning from authentic resources that reflect the real-world political and business-oriented issues and concerns directly relevant to the lives of Emirati women and the Emirati nation. It also provides learning that empowers students over their learning, and gives them a forum for their public voice. Through the HD1 curriculum, students are seen, working, leading their groups, questioning and evaluating. Their voices are heard and their voices matter—perhaps, for the first time in their lives.

Summary transforming vision. Critiques and metaphors related to sociological functionalist theory overgeneralized and do not effectively apply to this international context.

In this study, sociological functionalist theory does not represent reproduction of society, but acts as an agent of empowerment and transformation that align more closely with transformational learning theory.

Postmodern Perspectives: Understanding the Impact of Contextual Factors

Participants in this study were enthusiastic in their beliefs about their roles in education, and their attempts to create and implement extraordinary learning moments for students. Constructivist curriculum, experiential learning theory, sociological functionalist theory and transformational learning theory were represented through participants' descriptions of the how's and why's of teaching and learning in this Arab context. All participants in this study had made learning about their context a primary function of their roles as educators. This appears to allow these educators to make informed decisions in a contextually relevant and potentially transformative manner. This knowledge is particularly important in relation to understanding of the roles of Emirati culture, Islam, and society of the UAE in students' lives. This is representative of a relativistic stance that aligns with postmodern perspectives of education (Slattery, 2006).

Postmodern emphasis on relativist views of education is frequently criticized (Egbo, 2009). However, Merriam and Ntseane (2008) and Taylor (2003, 2007) ask for relativist views with more contributions from various international contexts, particularly in relation to transformative learning theory. They also argue for better understandings of the impact of culture, spirituality, and emotion as they relate to educational theory in order to have more comprehensive and expansive understandings in our global world. I agree with Merriam and Ntseane (2008) and Taylor (2003, 2007) that more research in diverse contexts is necessary in order to understand the relationship of educational theories and these concepts, culture,

spirituality, emotion, and societal change. This case study recognizes educational theory in practice with awareness of the specific needs and issues pertaining to these students' lives as the core operating principles. I further argue that close and careful consideration of the educator working within a given context is crucial in order to understand and conceptualize any theory in practice.

It is significant that participants' comments about curriculum or implementation were prefaced or post-scripted with the word "here" indicating that the comment was relative and relevant to this context, these students, during this spatial moment. This implies that these international educators acquired this understanding of their particular educational context and the factors related to culture, religion and society in order to make informed decisions regarding their day to day practice. Participants in this study had a cultural, religious or societal rationale guiding the *how* and *why* underlying their teaching practice and curricular decisions; hence, the domination of the word "here" in the data.

This knowledge of context guiding practice explains why I refer to my participants as international educators. They were not teacher tourists or travelling teachers; they are international educators who have a sincere dedication and devotion to learning about the land of their current residence in order to make a lasting educational impact through their teaching practices. They immersed themselves in their learning about the way culture, religion and society works on a daily basis because they were a part of it. International educators engage in dialogues with colleagues, join local social organizations, read books about the history and people that are written by members of the society. Participants in the study discussed how students *want* teachers to learn about them and how students are a great resource for learning. International educators in the context of this study shop at souks, bazaars, and community

shops. They talk to people living in the community. They read or learn about the Holy Qur'an. They go to weddings and participate in religious festivals and holidays. Many participants fast during Ramadan regardless of their religious persuasion. They read the regional newspapers and use them as resources in the class. They study Arabic.

Thus, regardless of the theory guiding the design and implementation of curriculum, in our postmodern and globalized world, an educator "here" must with sincerity learn about cultural factors, religious factors, and societal factors in order to implement any educational theory or strategy.

Cultural factors. The long arms of tradition and culture adhere and impact on the learning environment, regardless of the economic change and development of the last 20 years in the UAE. Participants acknowledged that the impact of cultural factors is not immediately obvious. "Face," clan, group interaction, family name, leadership, and in-culture intervention were factors identified by participants as necessary cultural knowledge they must have in order to make informed decisions in their professional roles. All participants observed that the nuances of how these cultural factors affect curriculum may not be immediately recognizable to foreigners, even ones who are very knowledgeable about the community. Participants cautioned that educators must be very good observers of the dynamics that occur in any educational event or social event.

"Face" is a prominent factor in relation to the public image of the educational institution. DWC is a governmental institution that regularly pushes cultural boundaries. Often, there is a media backlash against DWC, its educators, and its students. For example, due to the public nature of two campus open events, Bazaar and Current Issues Forum, and the potential that exists for the local media to sensationalize reports, a campus-wide assembly

is an annual event before these events. This assembly is to remind students of rules governing appropriate public behaviour (no dancing, music, games) and attire (proper fastening of *abbayahs* and *shaylahs*, minimal cosmetics, appropriate within gender and across gender behaviour, appropriate height of high-heeled shoes and height of hair), and how their image will be publically presented and reported in the media. This may seem extraordinary elsewhere, but it is necessary in the UAE given the high-profile nature of the college, the restrictions on women, the public nature of these events, and the learning potential these curricular events hold for students.

Faculty, in addition to their roles as assessors and facilitators at these events, are also expected to serve as on-campus security of female behaviour in order to guard the honour the public "face" of the institution against embarrassment. For the duration of the public event, faculty act as security and must ensure that all Emirati females, whether they are students or not, exhibit culturally appropriate behaviour and attire, and guard against any circumstance that has the potential to be perceived negatively. Faculty assume this role in relation to both students and Emirati female visitors because the press will attribute any behaviour they perceive as negative to the Emirati students, which dishonours the public "face" of DWC.

"Face" has a positive impact on the willingness of students to employ extra effort in their tasks. Six participants specifically identified that students thrive when they need to represent their work and their college in a public domain and will do whatever it takes to ensure success. These participants acknowledged "face" as a motivating element for students and 4 participants observed that students demonstrated leadership and resourcefulness during chaotic moments of task achievement. Perhaps, given the public nature of events, and given the rapid and extreme change that has occurred in Dubai, students are highly capable of

responding to unanticipated circumstances as this represents a common circumstance of life in Dubai. As participants acknowledged, dramatic change happens overnight in Dubai and students are adept at pooling whatever resources they have to in order to respond. In conversations with Emirati female friends regarding this finding, I was referred back to the life of Emirati women 20 years ago when many lived a Bedouin lifestyle and had to respond circumstances that suddenly presented themselves. Merriam (2007) describes indigenous knowledge as "organic in the sense that it is generated within the daily lives of people in local context. ... This knowledge is typically passed on from one generate to the next in oral, rather than written form" (p. 11). Perhaps, this ability to respond to crisis represents an aspect of indigenous knowledge passed down from grandmothers to mothers to daughters and represents an exciting area of future research.

In addition, the issue of "face" surfaced during the Virtual International Exchanges required for each class in HD1. One participant detailed observations during a virtual international exchange with Canadian students and the mutual sharing of posters students in each country created to represent themselves pictographically. The Emirati students created a poster with a large pictographic representation of a woman wearing an *abbayah, shaylah* and reading a large representation of the Holy Qur'an. This was highly unconventional and subject to great debate among students for its potential religious and cultural transgression. Emirati students were aware that the poster was for a Western audience and they placed a "Western face" on it out of respect for the Canadian students and to create a comprehensible poster. It is very likely this act of "face" for a Western audience was not recognized by the Canadian students or the educator in Canada, but participants recognized the role of "face" in relation to this action by Emirati students. This act of creation of a "Western face" on a

poster so that Canadian students could understand the salience of Islam in their lives provided Emirati students with an opportunity to engage in a great debate about their role in defining themselves for a different audience who may or may not share the same values. They wanted to create a poster that reflected the importance of Islam to them, and in order to do so, broke a cultural and religious boundary to represent a "Western face" for the Canadian students.

The issue of "face" also surfaced in relation to resources gathered by participants. Given the emphasis on the use of relevant authentic materials endorsed by participants, "face" in relation to negative elements existing in Dubai must be handled carefully. The use of UAE media sources and governmental websites provide potential resources, as all local media is censored. These resource sites mention issues such as human trafficking, human rights issues, domestic servants and labourer abuse issues. Foreign educators must be careful with materials that criticize any element of life in Dubai as this can be seen as a guest (the international educator) criticizing the host (the Emirati people) and a serious "face" infraction. This does not mean that these issues should be avoided. However, educators must self-censor their responses to ask questions and encourage a dialogue free from their own opinions or conclusions. Educators can raise the issue and ask questions, but they must allow the students to explore the issue free from foreigner judgement and criticism in order to allow students to maintain "face."

Another aspect of Emirati context discussed in the data related to the curricular emphasis on group work and tensions with tribe and family affiliation. As a group, a collectivist orientation to life is embedded in Emirati culture, particularly with its tribal legacy (Ahli, 2009; Al Fahim, 1995; Christie, 2010; Findlow, 2008; Kazim, 2000; Rabi,

2006). Emirati society has many complex layers (Ahli, 2009; Al Fahim, 1995), which impact educational practice (Godwin, 2006). These layers may not be easily discernable for international educators in their observations of the group work dynamic, and students may be quite reluctant to speak to the issue with a foreign teacher when difficulties arise. Several participants discussed the role of Student Affairs, a college department employed mainly by Emirati women who provide knowledge through the lens of being within the culture and if need be, provide group work intervention in a culturally acceptable manner. This allows the collaborative effort to continue, but also ensures it is dealt with in a manner within the Emirati community.

Collaborative learning does unfold however through curricular tasks and provides Emiraties with a scaffolded experience of collaboration. All curricular tasks require Emirati students to be randomly assigned to work in groups with Emirati students who may be from a different clan. While this had the potential to erupt, and in fact did for some groups, into a form of group conflict unique to this context, this was still a learning experience that many participants described as necessary. Thus, while the collaboration component of the curriculum caused contention and conflict for many students, which the foreign educators had to address, participants maintained that it is an essential part of the curriculum. However, a crucial aspect from the data was that educators were aware that problems with the group work tasks may have had nothing whatsoever to do with the task itself. Rather the family names and attributed hierarchy within the group could have been the cause of conflict. Thus, educators must be aware of this potential for group breakdown emanating from culturally embedded values. Educators must be prepared to teach collaboration skills, observe group dynamics carefully, and arm themselves with strategies to address these issues

in a culturally appropriate manner. In addition, educators must leave this element in the curriculum as a form of scaffolding of learning because when students leave DWC, they may well be working with Emiraties from other tribes.

Therefore, "face" is a crucial factor in any educational event for Emirati students. "Face" is a factor educators consider in relation to the public image of DWC and its students, but can also be a strong motivating factor for students. "Face" impacts group work and virtual international exchanges between DWC and other institutions. As well, group work can be impacted by tribe, clan, or family affiliation, which may be difficult for foreign educators to discern in periods of group conflict. DWC has a Student Affairs department primarily staffed with Emirati educated women who intervene when issues arise that emanate from cultural tensions.

Religious factors. All participants acknowledged that Islam is the single most important factor to understand about life in Dubai. Islam is the central and common feature among all students and many of the faculty at DWC. This awareness provided an underlying rationale behind many of the decisions they made. Islam is not part of life; life is part of Islam. Islam rests at the heart of how students conceptualize knowledge. This is an epistemological difference that sets students in DWC apart from other students elsewhere. Epistemologies are "concerned with knowledge and how people come to have knowledge" (Kamberelis & Dimitriadis, 2005, p. 13). As Islam is the central and fundamental lens governing how students understand their world, any theory, practice, or strategy must begin with recognition of Islam as providing the epistemological basis for these students. This must be understood and always respected. The separation of church and state, time-honoured in the West, does not exist in Dubai.

Therefore, educators must be willing to understand how Islam will affect students' understanding of knowledge and embrace students' connection of content to Islam. This also means that educators must learn which aspects of content must be edited due to its forbidden nature. In order to do so international educators must learn about Islam. According to participants, decisions related to Islam include: natural connections students make to content, censorship of information, and self-censorship.

Participants discussed, but were divided on, inclusion of religious elements to support students' learning. Some participants chose to completely avoid all discussion in class of anything related to any form of religion and reported the need to censor all resources for anything that could be seen as contravening Islamic ideals. Other participants reported that students automatically make natural connections of themes to Islam, and these participants actively encourage those connections. For instance, content issues pertaining to social responsibility, calculating interest obligations in business, ethics, speech competitions, entrepreneurial spirit, and women's leadership roles were discussed as content areas students connect to Islamic principles.

I believe that natural connections to Islam can provide a basis for students to connect personally and meaningfully to curriculum content, but these connections should emanate from the students: student-driven, natural connections of their learning to their belief systems. Teachers can encourage these connections from students, and teachers can act to elicit these connections through inclusion of materials that have a relationship to Islam. But, in order to do so, these educators must become very knowledgeable about Islam. They must be careful about the content they choose, and they must always prompt discussion from a perspective of seeking information, not questioning or criticising it. The relations must be

easily recognizable for students, which allow the teachers to maintain a position of asking questions to elicit information of students' connections of the content to their belief systems. However, I also assert that educators must be aware of the boundaries that they must honour because of the centrality of Islam to students lives and epistemology.

In addition, participants related that there are certain aspects of life that cannot be discussed and must be censored out of any resources including textbooks, websites, newspapers, or anything that is presented or approached in relation to students' religious beliefs. Censorship must be employed in relation to anything related to sexual relations, dating relationships, sexual diseases, and/or anything related to homosexuality or transgendered issues. This may also include visual images depicting men or women in close proximity, and how they may or may not be fully attired (bare arms, legs, visible flesh). Anything that is *haram* (forbidden) in Islam must be censored, such as anything related to alcohol or the consumption of certain foods. Content that features any form of criticism of Islam must be edited out of curricular content, and even reference or commentary related to other religious beliefs. These are not negotiable elements.

Ostensibly, it seems that these could be easily accomplished; however, most textbooks are written for a large general population (Pinar, Reynolds, Slattery, & Taubman, 2004) and are not necessarily written for an Islamic context. Several participants specifically stated the difficulty of locating a Business or Health and well-being textbook that does not include the above issues, pictures, or elements. Several participants observed that even Arab ESL texts often include pictures of Western women with bare legs and arms. All of the materials used in HD1 are generated and created by HD1 faculty either organically or they are culled from UAE's media and governmental sources, which assists in the editing and

censorship process. Thus, a great deal of time and energy is devoted among the HD1 team to ensuring that content, while still authentic in terms of being culled from public UAE relevant sources, meets this religious requirement for students.

Participants also discussed the need for heightened self-censorship, particularly in relation to their own religious beliefs. This is a more complex discussion as the Holy Qur'an discusses tolerance for all religions (Ayoub, 2004) and several participants disclosed that students want to know about the beliefs of foreigners as part of their experience with a person from a different part of the world. However, regardless of students' interest, participants identified that discussion of individual beliefs may be seen as proselytizing and must be avoided because it is a legal issue. According to the Report on International Religious Freedom, United Arab Emirates:

> Non-Muslims in the country are free to practice their religion but may not proselytize publicly or distribute religious literature. The Government follows a policy of tolerance towards non-Muslim religions and, in practice, interferes very little in the religious activities of non-Muslims. (United States Department of State, 2010, p. 241)

Proselytizing, or attempting to convert a person away from Islam is a criminal offence. This recognition must guide educators' behaviours, even when asked questions prompted by students about individual or divergent belief systems.

A question remains about whether all of this editing and censorship is actually harmful for students. When students enter the workforce, they will encounter a diverse multinational society who will not be required to self-censor to the degree these international educators normalize as part of their existence. Several participants disclosed that they felt

the degree of censorship required from them is overemphasized and detracts from some of the authenticity of their attempts to socialize students into a multinational, multicultural environment. Be this as it may, at this stage, this degree of censorship is necessary in order to allow students to gently experience people who are not from an Emirati culture. Many students have had little or no exposure to the multinational, multireligious population of Dubai and this degree of censorship may be what is necessary for these students, at this stage in their education. As they continue in their studies into Year 2 and beyond, they will go on workplace visits (Year 2), have workplace internships (Year 3), and have various international exchanges throughout the following years. Some Year-3 students are granted permission to go on international visits to another country. Because of the gentle exposure students receive in HD1, they may be better prepared for the diversity they will encounter during the rest of their education, and later when they enter the workforce. In essence, this can be considered a first, gradual step.

Societal factors. There is a direct and essential relationship between schooling and society. Emirati women are redefining their roles and their lives in their society, which means that higher education for Emirati women, should support this endeavour. The Emirates is very demographically diverse but students in actuality have limited exposure to that diversity. HD1 responds to this through the creation and incorporation of themes and issues exposing students to this diversity, through tasks and the use of authentic resources. For instance, Appendix O contains a small sample of readings from participants' lesson plans that depict Emirati concerns and discuss issues pertaining to the diversity in Dubai. One of the readings discloses labour regulation differences between Emiraties and foreigners in the UAE. Further articles discuss International Business Etiquette in Dubai and

Multiculturalism. This practice of inclusion of local media sources engages students in the issues, but also honours their culture as the indigenous people of the UAE. However, a valid question is how educators can support integration of Emirati women into the workplace and social realm of the UAE, while simultaneously honouring students' culture and identity.

The government of the UAE declared 2008 as the Year of National Identity. This is a national concern and therefore it is an educational concern for female Emirati students. With exposure of students to the multinational, multicultural, and multireligious world of Dubai, it is equally important to include opportunities for them to consider their own Emirati identity in this diverse nation. Their world is vastly different from the one their mothers, sisters, and aunts knew and they need the chance to consider it and define it for themselves.

Therefore, the inclusion of many opportunities for students to ponder their own identity, and the inclusion of themes pertaining to Emiratization are crucial for Emirati students (Ahli, 2009). That students are encouraged to explore these issues with their international educators is important. This provides students with opportunities to take risks with their thinking regarding these issues, with a diverse audience that is well-versed in maintaining decorum and self-censorship. The key issue is to allow Emirati students to explore these thoughts with freedom and security, and use their voices to define their identities within the backdrop of globalization and change.

In addition, the use of Virtual International Exchanges that are a required element for each HD1 class offer students the chance to exchange real information in a protected manner, with people around the globe. This reinforces the notion that students, as part of their vision for the future, will have to learn how to communicate with people and communities that do not follow or have to maintain the specific cultural or linguistic codes that Emirati women

expect in their homeland. It is an opportunity to share. Perhaps, considering that this element is still in its infancy as this was the first year for this endeavour, the opportunities for cross-global communication remain limited and guarded. In the future, possibilities for multinational educational affiliations, virtual world interactions, and cross-global friendships are potentially achievable and may provide more reciprocity in learning transglobally.

Thus, the HD1 curriculum is responsive to the diversity represented in Dubai, and to the fact that students, initially, are quite isolated from the issues that arise in relation to this diversity. The HD1 curriculum has direct inclusion of curricular content pertaining to themes of Emirati identity, Emiratization, and the diverse population of foreigners in the UAE. As well, the faculty create opportunities for students to engage in virtual international exchanges, albeit in a protected fashion. This opens a dialogue for students to consider their roles in the global marketplace. Global interaction can be perceived as not being in contravention of cultural or religious mores.

Summary of postmodern perspectives. Postmodern perspectives assume a relativist stance (Slattery, 2006), which is a feature prominent in these data. Significantly, all participants directed their comments specifically to this context. The commentary from these international educators presents a cogent discourse of the salience of factors pertaining to Emirati culture, Islamic faith, and UAE society in the design and implementation of curriculum. The impact of Emirati culture can take form of issues pertaining to "face," clan/tribe, group interaction, family name, leadership, and in-culture intervention. The impact of Islamic faith rests with understanding the epistemological difference for Emirati students as they understand knowledge through Islam. This inherently involves: students' natural connections of content to tenets of Islam, censorship of information, and self-

censorship. The impact of the UAE society rests with acknowledgement that although the UAE is a demographically diverse nation, students generally have limited exposure to that diversity. HD1 curriculum offers students an important and gradual step toward the diversity they will encounter in the workforce.

Standards and Relevance: Examining the Relationship Between Teaching for Accountability Standards (IELTS) and Relevance (Integrated Constructivist Curriculum)

Bobbitt (1924) began the discussion of curriculum for achievement on standardized assessments commonly referred to as "accountability" (Drake & Burns, 2004, p. 53; Drake, 2007, pp. 1-2) or "standardized test performances" (Henderson & Gornik, 2007, p. 2). Students' successfully achieving a grade of 5.5 on the IELTS Academic is the accountability standard relevant to this study for two reasons. First, this test is internationally recognized and the employment sector accepts it as a measure of English proficiency. Second, it is a graduate requirement for all students within the HCT system. DWC supervisors and faculty support an authentic, integrated, experiential, and task-oriented approach to the design and implementation of curriculum, but must also teach to students' success on the IELTS. It is crucial to understand the nature of relationship between these identified educational outcomes between institutions which ultimately affect HD1 design and implementation of curriculum.

The participants in this study, particularly the English teachers, observed that they experience a tension between competing demands and objectives. This tension is exacerbated by what is perceived as a lack of interaction between the HCT Academic Services and the individual colleges themselves. Decisions "just seem to happen" and are

passed down, many of which are perceived negatively at the college level of interaction. For example, during the year of data collection, in September of 2008, there was no required college-wide standardized assessment for Maths. By the end of September, all Maths teachers were informed that they would have to prepare their students for a standardized Maths test that students would have to take and successfully pass that December, 2008. By the first week of October, the "decision" had been reversed again, which was subsequently re-reversed, and re-reversed again by November 1, 2008. Ultimately, no standardized Maths test occurred during HD1, but this is merely one example of "decisions" occurring. In addition, it is common that teachers arrive at school in the morning to be told that they have to prepare students for a guest speaker who is on his/her way to the college. This centralized higher educational system is hierarchical. Decisions are imposed on the college level without consultation or notice.

Eleven of the 19 participants discussed tensions in terms of ensuring students' success. Participants differed in how they defined students' success, and what leads to students' success. However, their discussions of tensions in their attempts to address all of the seemingly contradictory approaches and outcomes the college defined as measures of students' success demonstrated the integrity they bring to their work, particularly in relation to teaching to the IELTS examination. They acknowledged that students' successful achievement on the IELTS examination ultimately leads to students' success in obtaining employment as this is a market demand in Dubai. The English teachers attempted to support teaching to the test, and supported constructivist approaches to allow students to demonstrate their use of English language skills through curricular tasks.

Although participants discussed the tension, and identified strategies to attempt to mediate the tension, none of the participants called for an abandonment of the IELTS examination. This was interesting given the fact that every English teacher that participated acknowledged the competing emphases in curriculum and commented on the fact that they felt they were teaching English "to the test." My interpretation of these data is that participants considered a bigger picture in this regard: IELTS Academic success is benchmark to prove to Dubai's employers DWC's students' English proficiency to a recognizable level, which will help students be considered employable. The mission of the college is to make students employable, and the IELTS test provides employers with an English proficiency standard that is internationally recognized and assessed by the British Council, a separate governing body from the HCT system. Students' success on IELTS Academic is deemed necessary, regardless of personal or professional perspectives teachers hold regarding the demonstration of learning achievable on standardized testing instruments.

The HD1 English teachers must "teach to the test" regardless of some comments about the efficacy of a standardized test as a demonstration of English language proficiency. However, these English teachers identified that their approach to teaching to that test provided students with authentic, relevant, and meaningful English language learning opportunities to support students' construction of knowledge. Some of the strategies related to modelling IELTS Academic testing approaches through readings that directly related to the curricular task themes. For example, the writing exam questions focused on the curricular tasks, but followed the IELTS Academic format. The reading exams discussed Dubai-relevant themes, using authentic reading resources, very relevant to these students, while following the format for reading questions found on IELTS Academic. The listening

exam used authentic resources, such as radio programs from Dubai's Business Breakfast and Dubai Eye, while mirroring the format of the listening exam on IELTS Academic. In addition, all English resources including assessments are culled from various media sources in Dubai, and constructed in-house to mirror the IELTS Academic examination. They are also shared throughout the team. This is an approach I suggest that other educational facilities may wish to consider if they are in a position to teach to an English language accountability standard and relevance simultaneously. This approach, while it is arguable in terms of real learning that results, mediates between the emphases. Potentially, the authenticity of the media sources and relevance to context may inherently provide an avenue to generate dialogue and thus contribute to meaning-making.

The participants in this study observed that many of the most important elements of the students' learning from HD1's curriculum do not appear on any international standard or accountability measure. All participants identified that students' experience of all of the aspects of experiencing a task, doing the work for themselves, and being responsible for the success or failure of public tasks, including all of the many ways things can go awry, were the most important aspects of this curriculum. Dewey (1934/1980) believes that life experience provides the basis to understand knowledge and learning. But, what happens when your exposure to life experience is limited? This study demonstrated the importance of experiential learning for these students. Higher Diploma Year 1 students were required, as elements of their learning to delve into all of the traumatizing choices, unavoidable problems, difficult controversies and the general messiness of living a public life as the primary elements of their learning. As well, students are accomplishing this in English, in a public forum, many of them for the first time in their lives.

DWC students interviewed a supervisor in a company and presented their work (Company Visit, Task 1). They worked as employees in a public venue business or bank, or ran a non-profit discussion group (Bazaar, Bank and Career Majlis, Task 2). They attended Careers, 2009 and questioned potential employers regarding career opportunities, preferred academic qualifications, salary expectations, and opportunities for advancement. They answered questions from potential employers about themselves and their curriculum vitae. By the end of the academic year, they researched controversial, challenging, and relevant topics, and presented their work in a public venue event (Current Issue Forum, Task 3). They were seen, they asked and answered questions, and they contributed. They worked, they evaluated management practices, they presented research, critiqued it, asked and answered questions, and they evaluated and were evaluated on their performances. This is a true demonstration of what can be achieved through innovative approaches to curriculum.

During the Current Issue Forum, the last curricular task, students learned about highly controversial topics for this region. One group presented about the lack of labour rights in the construction industry in Dubai. It is important to consider that many of these students' families made their wealth from this industry. Some students' parents own some of these companies and families were invited to the event. Students debated the issue of consanguineous marriage in a country where first-cousin marriage dominates as the norm amongst Emirati people. Students researched and presented their findings regarding domestic labour abuse prevalent in the UAE. This is significant because almost all Emirati families have at least one and often more foreign maids, and domestic labour is not officially governed by the labour laws of the UAE. Students heard, read, questioned, considered, and wrote about these and other challenging new topics that contravened their worldviews.

The international faculty created the opportunity for students to drive the task. These educators did not present these controversial topics in class for debate, which likely would have resulted in negative connotations for the teacher. Instead, the international faculty created the situation for students to explore the issues through research, readings, and presentations. Students responded with well-developed presentations with multiple perspectives and their own opinions valued. This strategy has the potential for students to expand their worldviews because they are required to consider alternate perspectives. This has the potential to contribute to students' positive self-perceptions in a public forum because they are being seen and heard discussing difficult social and economic issues.

All participants specifically identified that the reason why curriculum follows a task-orientation is because of the need for experiential learning for these students in this context. They further identified that students generally arrive at Higher Diploma Year 1 without the skills they need for success in their learning. All participants acknowledged that students leave Higher Diploma Year 1 armed with work-related experiences, better test-taking strategies and skills, and exposure to real world issues and concerns. They leave with abilities to present and express themselves in public forums and abilities to question and evaluate the information they locate or receive. Students reflected on their identity and how they will define their roles in society while maintaining their integrity to their cultural and religious beliefs. This is a thought-provoking issue that all students must define for themselves.

Summary of standards and relevance. Thus, perhaps all of these educational outcomes and seemingly contradictory approaches defined by HCT and DWC can create situations of tension amongst faculty, supervisors, and students. However, the findings

suggest that these educational outcomes are necessary at this moment in time for students. These educational outcomes all have a clear purpose and a function for the future of Emirati students. No participant, at any time, suggested that any of the graduate outcomes or curricular emphases change, including the requirement for IELTS Academic assessment of English. Rather, participants were struggling to address and balance all of these educational requirements. It is a balancing act that requires great cooperation and a strong team spirit amongst faculty, which all participants identified as present in HD1, at DWC. The balancing act also requires creativity and imagination. I believe that concern about what may appear to be competing educational outcomes can be better understood through a different lens. Perhaps the lens should focus on the following: How can educational facilities foster the team spirit, creativity, and cooperation necessary to allow faculty to facilitate all of the mandated educational outcomes the institution deemed salient to students' success?

Summary of a Snapshot of Constructivist Curriculum in an Emirati Female Higher Education Program

The primary finding of this study describes a contextualized, constructivist model of curriculum, in practice, at Dubai Women's College, United Arab Emirates. The curriculum is developed by a team of international educators and supervisors. The emphasis is on the moderate model of constructivist curriculum in order to provide learners with relevant learning opportunities that recognize where students currently are, and where they are encouraged to go in a given context. The findings indicate that contextualizing curriculum in this manner requires consideration for: the politics of the region, and the social, cultural, and religious ideals of the context. This constructivist curriculum was designed and implemented by a very unique group of educators, for very unique students. The findings indicate that the

design and implementation of this highly contextualized curriculum was impacted by five key elements:

1. A re-examination of third space theory as it pertained to these international educators.
2. A discussion of the polarization of methodologies. The implementation of "Western" educational theory in an Arab context.
3. A transformation in vision of using structural functionalist sociological educational theory and transformative learning theory to empower female Emirati higher education students.
4. A recognition of postmodern relativism and awareness of the impact contextual factors on the design and implementation of curriculum in this Arab context.
5. A recognition of the relationship between teaching for accountability standards (IELTS) and relevance (Integrated, Experiential Constructivist Curriculum).

All of these five elements directly impact on the rationale underlying various decisions these educators made in the design and implementation of this contextually relevant constructivist curriculum. I interpret this to assert that very few educators, and very few scholars, could have created and implemented a curriculum as relevant, as authentic and as considerate to this unique circumstance. This contextualized curriculum meets Emirati, female students where they are, pushes boundaries in a manner that is tolerated, and drives them toward the future.

Recommendations

As a result of this study, I have two specific recommendations. First, for international educators and curriculum designers, I recommend the creation and implementation of a Contextually Relevant International Curriculum. DWC's curriculum was highly

contextualized to the needs of these specific students, in this specific context, at this specific point in time. I believe that this is a crucial aspect in the discussions of international education. The common practice that I have experienced in international education contexts of transferring one curriculum and implementing it in a different geographical region is not appropriate. While contextualizing curriculum for a given context may be challenging due to change, I believe that our globalized educational frontier is better served through curriculum that embraces this change. The second recommendation relates to the need for more research in international contexts to generate a better understanding of educational theory in our globalized world.

Creating a Contextually Relevant International Curriculum

I believe that higher education facilities must consider the approach through which curricular decisions are made from a new frame of reference: contextualized international curriculum. Given our globalized world, I assert that curriculum should begin with consideration of educational theory through an international lens and that implementation be contextualized using the needs of the regional community as the frame of reference.

First, a contextually relevant international curriculum begins with the educators and curriculum designers thinking about educational theory from an international perspective. This means, regardless of the theory chosen to provide an epistemological basis for the educational event, curriculum designers must think about the theory through an international lens, potentially a third space lens. Look for commonalities and detractions among religious ideals, philosophy, and social movements internationally and consider their relationship with the chosen theoretical basis. This means, perhaps re-conceptualizing educational theory relational to the specific context. For example, Constructivist theory in this context must be

re-conceptualized to acknowledge the role of Islam as the epistemological basis for students' construction of knowledge—in education in Dubai, this is not negotiable. Transformative learning theory in Western contexts seeks autonomy in thinking from the influences of socialized beliefs. In this context, this idea is impossible. Transformative learning theory can be better understood, as recognition of the embedded nature of culture and religion on thinking process and understanding the opportunities for transformation within this nature.

The purpose is to locate common ground and areas of potential tension between educational theories and the belief structures and traditions that form societal norms. This process will aid the educator and curriculum designer in making connections between educational theory to be applied and the specific context to the benefit of students. Looking for commonalities will also ease the tendency of labelling educational theories and strategies as "Eastern" or "Western" and therefore unacceptable because of geographical polarities. Polarization may result in denying students optimal learning experiences. This polarization may further result in loss of potential opportunities for reciprocity in learning across the global community.

Second, once educational theories are determined, a sincere and in-depth consideration of context is required. This means focusing specifically on one's students and their purpose for education, which will be different depending on the context. Educators and curriculum designers in international contexts must delve into the intricacies of the specific context of implementation of curriculum. In order to begin this process, the educators must gather information from those already teaching and learning in the specific context: students' voices and teachers' voices. Thus, I endorse a bottom-up approach to information gathering.

Students' and teachers' voices are not considered or included decisions undertaken by the administrative wing of the HCT Academic Services system. Frequently, participants discussed the disconnection between the two parts of the organization and referred to administrative decisions being imposed, without any notice or discussion. This disconnection is problematic. A second disconnection, described in the limitations section, is that I was not permitted to include students as participants. Obtaining students' voice in connection to curriculum and implementation will provide important information regarding how they see and understand knowledge, and how they respond to delivery of curriculum.

Third, upon understanding the students and educators in the educational event, in-depth consideration must be attributed to the factors affecting the learning context: students' culture, students' religion, and the society of which these students are a part. This part is not without challenge, as recognizing the impact of cultural, religious, and social factors on curriculum and implementation may be difficult to ascertain if you are not part of that particular community. Potentially issues pertaining to tribe, conceptions of leadership, and "face" are only some of the cultural factors that affect curriculum and implementation. In this study, DWC had several Emirati women, many of whom were former DWC students, working in the Students Affairs department and several participants attributed their roles as integral to a successful educational event. In addition, at least one Emirati supervisor, who also participated in this study, provided cultural knowledge from within the culture. I believe access to this knowledge is part of the reason DWC was able to innovate and push educational boundaries as it did.

Consideration of students' religion means understanding that faith may involve differences of epistemology. All participants identified that Islam had an impact on life and

learning in Dubai. Depending on the context, understanding religious ideals and tenets is crucial to understanding how people within the context understand knowledge. Several participants identified that students understand knowledge through Islam. The educators in this study respected the students' faith in Islam and acknowledged that implementation of curriculum was affected by this fact. Decisions were made primarily in relation to: editing content, accepting students' connections of content to Islam, and practicing self-censorship.

Consideration of the society for which students are a part means thinking about population demographics, societal concerns, the role of change, politics, governmental mandates, and the life students are expected to lead once they leave higher education. In addition, this contextually relevant curriculum must also include strong elements for students to engage in the global society, through curricular content, authentic resources, and interaction in a manner contextually acceptable.

Recommendations for Scholarly Research

I recommend that more international research be conducted in many diverse geographical regions. I believe that the field of international education affords fascinating opportunities to generate phenomenal contributions to knowledge. However, this research must be approached carefully given the potential for misunderstandings and exacerbating global tensions. I have personally read studies about DWC students that in no manner aligned with my own observations. These were studies written by researchers who arrived for a short period, observed a few classes, did not interview teachers or students, and then published articles. Some of these articles were deemed "disrespectful" by Emirati standards, and in fact, access was censored and I was only able to review them in Canada. A parallel can be made here between teacher tourists discussed earlier and travelling researchers versus

international researchers. While I do not believe there was any intention for these researchers to cause disrespect to the Emirati people, I do believe that observations of the situation would have been interpreted differently by an international researcher.

Research in international contexts must take into consideration the voices of those engaged in the practice in order to truly conceptualize the basis for accurate interpretations and conclusions. For example, suggesting that the educational strategy of questioning is "Western" and unacceptable in the UAE based on the fact that students cannot question in Islam is an overgeneralization. Students can and will question—in fact, this study found that students were quite good at it when they were given the opportunity. For example, participants disclosed students' engagement with questioning in relation to their curricular tasks such as the Current Issues Forum. As another example, participants also articulated students questioning teachers about the many rules imposed upon them and their behaviour that teachers were required to enforce.

Causal attributions or conclusions made can be incorrect, overstated, or misunderstood if premised on a superficial understanding of the research context, or through the researcher's personal lens. As a result of this study, I highly recommend that we as educators and researchers reframe the vision of our work from an international lens of third space. This lens, allows the scholarly community to interpret research through a hybrid frame of reference.

Therefore, I recommend that educators and curriculum designers approach their work in international contexts using a contextual and international frame of reference. I believe that educational theory needs to be reconceptualised from an international lens, and curriculum and implementation must explore the intricacies of context in order to make the

curriculum relevant for students. I also recommend more international research using a third space lens be conducted that will assist educators in learning about the complexities of different geographical communities. I highly recommend that educators and students who have crossed geographical boundaries contribute to research, particularly in relation to their experiences and their conceptions of educational theories and practices.

Implications

As our world becomes more globalized, we need a greater recognition of the potential contribution to educational theories that can emanate from international educational contexts. We must be willing to reinterpret theory through a global lens. We must break down the barriers of understanding theory from the reductionist view of a "Western" or "Eastern" frame of reference and instead consider educational theory from an international and contextual frame of reference. We must discover and explore parallels among international philosophies, international religions, and international knowledge courageously and with an open and tolerant mind. We must discover and explore some of the contentious issues that may relate to international philosophies, international religions, and international knowledge specific to diverse contexts and develop strategies to engage in open dialogue. And further, we must be sensitive to the boundaries of exploration. We must be sincere in this quest and not shy away from the tensions that may surface. Globalization ensures that our global interactions and affiliations are part of the future of education. This study provided insight regarding some of the issues inherent in an international dialogue from the perspective of those engaged in international education.

Constructivist curriculum and accountability standards are educational concerns regardless of geographical locus. These findings demonstrate how these educators approach

these potentially competing concerns and manage to address both, albeit to varying degrees of perceived success. Balance of various competing interests was a profound tension for participants in this study, but participants provided strategies to teach to English accountability standards while concurrently teaching for relevance through a task-based orientation to curriculum and use of authentic resources. These are strategies other educational contexts may consider mirroring as they too experience a drive for accountability and standardized measures. Requirements for accountability in education appear to be a pervasive concern, so as educators we must consider how to teach to multiple objectives and emphases. This study provided some insights in this regard.

Future Research

Students' voices in educational research are missing, and not merely in this research study. In my literature review, I discovered that there is very little representation of students' voices in the Arab world, or elsewhere. In the case of DWC students, they are the recipients of a task-oriented, constructivist curriculum. Students are the recipients of prior learning in elementary and secondary school that is highly prescriptive, representing the Transmission Model of education. These students are at the heart of globalization and change. They are exposed to many diverse educators, with new ideas, different thoughts, and different mores. What are their thoughts about learning? How do they understand knowledge? What do they think they learned? Was it transformative, and how? Did they encounter tension? What was the value of their learning? What is offensive to them? Do they want to hear more of their educators' lives and experiences? How do they define cross-cultural respect and tolerance? What are their desires for their future? How do they define themselves as the next generation

of Emirati women? How do they envision their roles in a globalized world? What do they think?

In addition, their voices are missing in terms of learning what they believe is important about their culture, their religion, their nation. What are their cultural boundaries? How do they feel about the diversity in Dubai? What are their religious concerns? What bothers them and why? Can these issues be talked about? For me, this is the most pervasive and crucial issue of necessary future research.

Further, several participants alluded to students' capabilities in response to chaos and crisis. Participants commented on students' abilities to quickly pool available resources and access new resources if needed. In fact, 3 participants specifically identified that "Western" students would collapse during the chaotic moments of preparation for Bazaar and Current Issues Forum. These are the moments when unavoidable obstacles surface such as restaurant businesses that lose refrigeration, late deliveries, booths that won't remain standing, and sudden sand storms or rain storms when these are outdoor events. DWC students seemed to be able to withstand and thrive during these crisis situations. Perhaps, this ability to pool resources, generate new resources, and respond to crisis situations immediately and with quick decisions represent a form of indigenous knowledge that would be a substantial contribution to global knowledge.

The locus of this study has experienced profound change in a relatively short period of time. Prior to these contemporary times, Emirati families, many of them Bedouin, as a way of living and knowing had to adapt to harsh climate, tribal conflict, nomadic living circumstances, lack of industry, and lack of hospitals. Do students' abilities to pull together resources and navigate chaotic situations represent indigenous knowledge experienced by

prior generations of grandmothers, mothers, and sisters and the challenging of life experiences they shared? This represents an exciting avenue for future research.

In addition, as I was not allowed to access students' voices in this research, there is a lack of Emirati representation. The only Emirati represented in this study was by virtue of one Emirati supervisor who was enthusiastic about contributing. As well, my exploration of the topic was constrained by permission I received from my supervisors. I understand the reasons behind the decisions made; however, I believe that students and Emirati participants have a great contribution to make to the current knowledge base. As I have stated throughout, this is a very unique situation with foreign faculty, Emirati female students, engaged in a very unique educational experience. But, Emiraties' voices are missing.

Another area for further research relates to how international educators in third space navigate their accommodation processes as they encounter tensions in competing belief systems and values systems. One of the most fascinating elements I found as a researcher related to the various mechanisms these participants employed. Some invoked humour and discussed situations with a wry smile. Some invoked a laissez-faire posture. Some invoked mannerisms that seemed to express anger, and some clearly were confused about what to do. What is interesting is that all invoked some mechanism because this is a reality of life of an international educator. But how do these mechanisms form? When and why do they evolve? What kinds of situations serve as catalysts for these third space mechanisms of accommodation? And, do the mechanisms connect to personality differences? Is it possible that certain personalities and temperament types are better able to develop the hybrid nature required of third space? Do prior international experiences, such as a lifetime of travel, prepare international educators to accommodate to living in different contexts? Studies

considering these aspects of international educators' lives represent an opportunity for important contributions to knowledge. Educators, in search of employment opportunities are crossing geographical borders and acquiring a wealth of knowledge as they traverse the world. They have important contributions of knowledge to make and share.

Final Remarks

The United Arab Emirates is a fascinating and inspirational country. I respect the Emirati people, their devotion to development, and their welcoming nature to guests. I admire their adherence to religious beliefs. This is an aspect of life in the Emirates that can never be forgotten: above all else, Islam guides all aspects of life. Never in my life have I enjoyed my international experience so much, felt so welcomed, learned so much, or lived in such a peaceful society. Emirati people are gracious, warm-hearted, and sincere. They want to get to know you, and they want you to get to know them. The relationship is one of reciprocity of learning.

This study contributes to our understandings in several ways. First, international educators' thoughts, learning, motivation, tensions, and their sense of "home" in "homelessness" gives insight into their perspectives of our global educational world. This knowledge is crucial in this time of globalization and international migration. In addition, these participants provided knowledge of educational theory into practice that rose above polarizing dichotomies.

Sociological structural functionalist theory aligned with transformative learning theory to create a highly contextualized educational opportunity for students in this study. Thus, structural theory has potential to act as an empowering agent of change. This study endorses the postmodern relativist stance and illuminates the specific contextual factors that

have an impact on education in this Arab community. Finally, a significant contribution for education in many contexts relates to the concern in relation to teaching to both standardized testing and teaching for relevance. Some form of accountability appears to be a pervasive demand (Drake, 2007), regardless of context. Regardless of educators' beliefs about standardized testing instruments, it would appear strategies to address both standards and relevance are needed.

As an international educator in third space, I believe that this study is salient for the international educational community. I believe the appropriate lens for international education and research is one of international third space. I believe that this lens allows for understanding and interpreting that belies oppositional forces that can be expected with international migration. I believe this lens offers freedom to think, acknowledges influences on thinking, and provides the mechanism to accommodate those influences. I believe this is a viable lens for education and research in Canada as a multicultural, multireligious, knowledge-based society.

Educational theory and strategies can no longer be reduced to binary oppositional labels. Our world has changed dramatically and nowhere is that more apparent than in the UAE. The UAE is a global society, complex, changing, and remarkably resilient. Higher education in the UAE strives to move with this change, while maintaining a respect for tradition, culture, and religion. This is honourable. Education, educational theory, and educational andragogy must also move with change as they address the learning needs of students, society, and our global community.

Curriculum and implementation in our world must embrace both a globalized stance and a relativist stance. It is important for students to have, as aspects of their learning,

opportunities to engage with differences. This representation may emanate from foreign faculty working close with Emirati nationals, inclusion of international exchanges, resources that represent global issues and concerns, and/or from cross-national higher education affiliations. But, curriculum and implementation must also sincerely understand the needs of context and the contextual factors that affect education. I believe, as educators, we must strive for a global understanding, a perspective that views theory from an international frame of reference, and understands the need to create and implement curriculum in a contextually relevant manner.

I argue that it is imperative to learn more from international educators in third space. These educators embrace with sincerity their roles as they live, teach, innovate, and interact in new landscapes as "the other." They have knowledge to share about the boundaries of culture and religious impact on educational theories, curriculum and implementation. They also have knowledge regarding how and when these boundaries can be explored. This knowledge represents significant contributions to both our conceptions of educational theory and our understandings of the implementation of educational theory across the globe, across disciplines, and across educational mandates. I agree with Gee (1994) who believes that English teachers stand at the heart of some of the most complex educational, cultural, and political movements of contemporary society. However, I extend Gee's statement to international educators and supervisors across disciplines as they stand at this forefront of all the complicated conversations (Pinar, et al., 2004) of curriculum affected by our globalized world.

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Appendix A

Letter of Invitation and Informed Consent to Participate in Research

Title of Research: Beyond the Veil: A Case Study of Context, Culture, Curriculum, and Constructivism at Dubai Women's College, REB #: REB 08-051

Principle Investigator: Mary Lovering, Faculty of Education Brock University

Faculty Supervisor: Dr. Anne Elliott, Faculty of Education, Brock University Joint PhD in Educational Studies, Faculty of Education

Dear Colleague:

As an international educator, currently teaching HD1 with DWC you have valuable insight into teaching the integrated curriculum. Your valuable insight regarding your experiences is important for current and future international educators, curriculum specialists, and faculty in international universities. To that end, I invite you to participate in my research project entitled Case Study of Curriculum at Dubai Women's College: The Integrated, Constructivist Curriculum. Specifically, I am interested in exploring: nature of the relationship between the teaching for standards and the integrated, constructivist orientation to curriculum endorsed by DWC? Further, the following foci will comprise elements of interest as factors affecting curriculum as taught at HD1:

- How is curriculum influenced by socio-cultural, political, and religious contexts of HD1 at DWC?
- How does the transforming and developing nature of Dubai as a city, society, and Emirate affect higher education for Emirati women at DWC?
- How is higher education affected by non-Emirati, teaching faculty implementing HD1's curriculum at DWC?
- How does the government mandate of Emiratization affect curriculum and practice at DWC?

Your participation in this study can greatly enhance international education and curriculum issues.

Ethical Considerations, Confidentiality, Anonymity and Right to Withdraw

Your participation in this research is, of course, voluntary and you have the right to withdraw your participation at any time. In addition, you have the right to decline to answer any question. Your confidentiality is assured. You will **NOT** be individually identified with your interview responses. Data will be stored off campus at my at-home office, in a locked, filing cabinet. Data will be brought back to Canada at the end of the data collection period (June, 2009) and will be kept for a period of five years. Please understand that use of this data will

be limited to this research as authorized by Brock University and Dubai Women's College and will partially fulfil requirements for a Joint Ph.D. in Educational Studies. You also have the right to express concerns, either to me or to my advisor, at the contact details listed below.

I greatly appreciate your participation in this research. The interviews will take approximately one hour of your time and will be held at the beginning of the data collection period with a follow up reflective interview at the end of each semester. All interviews will be tape-recorded, transcribed, and a copy will be provided to you to review, comment, or add to, prior to any data analysis. In addition, I will provide to you a preliminary report of findings for your review and comment. I anticipate that the total time commitment will be:

1. Interviews (2 -3 interviews) = 1.5-2 hours
2. Your review of the transcript = .5 hours
3. Preliminary Report of Findings review = 1 hour

Total Time Commitment: Approximately 4 hours

Upon your written request, I am happy to provide you with an electronic copy of my study once complete.

Thank you for your interest and participation in this study. I genuinely appreciate your time. Should you have any questions, please feel free to contact me.

Sincerely,

Mary Lovering

Informed Consent to Participate in Research

Research Title: Beyond the Veil: A Case Study of Context, Culture, Curriculum, and Constructivism at Dubai Women's College

Principal Investigator: Mary Lovering (Brock University) – mary.lovering@gmail.com

Faculty Supervisor: Dr. Anne Elliott, Faculty Advisor for Joint Ph.D. in Educational Studies

Name of Participant: _____

I agree to consent to participate in a case study that will partially fulfil requirements for a Joint Ph.D. in Educational Studies. The purpose of this research is to investigate curriculum as taught at Dubai Women's College and the factors that affect curriculum in this educational facility. As a participant, I understand that I will be asked to contribute my thoughts and perceptions in a series of qualitative interviews: one at the beginning of each learning cycle and one upon completion of each learning cycle. Participation will take approximately one hour for each interview together with time for review of the transcripts of the interview.

I agree to participate in the research study described on the attached Letter of Information. I understand that my participation involves the following activities:

a. A face-to-face, semi-structured interview with the principal investigator at the beginning the data collection period, which will be audiotaped and transcribed.
b. A face-to-face, semi-structured, reflective interview with the principle investigator at the end of each semester (2 semesters in total), which will be audiotaped and transcribed.
c. Reviewing each transcription for additions, deletions, rephrasing and additional comments.
d. Reviewing a draft Preliminary Report of Findings.

Ethical Considerations, Voluntary Participation
I understand that my participation is voluntary and that I may withdraw at any time and for any reason without penalty. I understand that there is no obligation whatsoever to participate. I understand that there will be no payment for my participation. I understand that I may decline to answer any questions or participate in any component of this investigation.

Confidentiality
I understand that all data will be kept strictly confidential. I understand that only the principal investigator identified above, and her supervisor Dr. Anne Elliott will have access to the data. All information provided is considered confidential and anonymous. My name will not be included in, or associated with, the data collected in this investigation. I understand that no identifying details will be disclosed, and all responses will be anonymous to others. I understand that information I provide will be discussed as I-(interview participant number) and no names, gender, nationality or other identifying information will be presented to in the Preliminary Report of Findings and study of this research.

Data collected during this investigation will be stored in a secured filing cabinet at the principal investigator's at home office, which is accessible by the principal investigator and will be kept for a period of five years. I understand that all data will be flown to Canada with the principal investigator at the end of the data collection period (June, 2009) and will continue to be stored, in Canada, in a locked, filing cabinet in the principal investigator's home office. I understand that the principal investigator's Canadian contact details have been provided to me in the Invitation to Participate.

Potential Benefits and Risks
The possible benefits of participation include the opportunity to discuss and reflect on the implementation of HD1 curriculum at DWC. As well, it will provide you the opportunity to engage in the research process and have my voice heard. It is expected that the results of this investigation might enable curriculum developers, teachers, and educational stakeholders to understand the potentials, possibilities, challenges and impediments and factors affecting curriculum as taught at Dubai Women's College, Higher Diploma Year One. There are no known or anticipated risks associated with participation in this investigation.

Contact Information and Ethics Clearance
If you have any questions about this investigation or require further information, please contact the investigator or the Faculty Supervisor using the contact information provided in the Letter of Invitation.

This study has been reviewed and approved by the Brock Research Ethics Board (File: REB 08-051). This study has been reviewed and approved by the Dubai Women's College Ethics Review panel (no file number, Dubai Women's College, Higher Colleges of Technology, PO Box 16062, Dubai).

If you have any questions or concerns about this research, please contact Mary Lovering, the study supervisor Dr. Anne Elliott or the Research Ethics Officer at Brock University.

Thank you for your help. Please take one copy of the form with you for future reference. I have fully explained the procedures of this study to the above volunteer.

Participant's Signature: _____ **Date:** _____

Principal Investigator's Signature: _____ **Date:** _____

Thank you for your consideration and assistance in this investigation. Please keep a copy of this form for your records.

Appendix B

Interview Protocol for Teachers

Philosophy:

1. Please describe your beliefs about teaching and learning?
2. What teaching practices are important?
3. What are your thoughts about the way that individuals construct knowledge?
4. How do these beliefs impact on the way you create and implement lesson plans?
5. Please describe your thoughts about your role as an international educator in the classroom?

HD1 Curriculum

1. Please describe the curricular foci for HD1?

2. How do you implement HD1's curriculum into practice? Describe your approach?

3. Some of the aspects of a constructivist curriculum, that also comprise HCT's learning model, are: goal-setting, decision-making, critical thinking, task-based learning, problem solving, and reflection. How do you incorporate those elements into your teaching practice?

    a. Goal-setting
    b. Decision-making
    c. Critical thinking
    d. Task-based learning
    e. Problem solving
    f. Reflection

4. How do you know if students have achieved understanding or meaning-making from this curriculum? Stories you can share?
5. How do students respond to the nature of the curriculum?

6. Please describe some of the challenges or constraints you encounter teaching this curriculum? How do you deal with those challenges or constraints?

7. Please describe some of the most interesting elements of HD1's curriculum?

8. Please discuss the team teaching approach to the curriculum? (strengths/weaknesses, insights, challenges, etc.)

9. Do you think elements are missing from the curriculum? (ie: null or hidden curriculum) Why are they missing?

Assessment

10. Please describe your approach to assessment. Stories?
11. What innovative teaching and/or assessment techniques do you use?
12. How do you teach the IELTS element of the curriculum? (English teachers)
13. Please discuss how you feel there be an improvement in the manner with which IELTS standards preparation is presented in the curriculum or teaching practice?
14. How do you feel about English proficiency standards, generally? (for English teachers only)

Teaching and Learning

15. What resources are available to faculty for improving teaching and assessment techniques?
16. What rewards do faculty receive from the institution for engaging in innovative teaching/learning and assessment strategies?
17. What is changing about teaching, learning, and assessment on this campus? In response to the changing nature of Dubai?

Social, Cultural, and Religious Considerations Affecting Curriculum and Practice

18. Does the social and cultural context impact how and what you teach? How? Stories?
19. How do you teach for empowerment and critical thinking in this context?
20. All of the students at DWC are Islamic. How does this affect curriculum and practice?
21. What are your perceptions of the effect of Emitarization on curriculum and practice?

22. When you are developing your lesson plans, in what ways do you consider the specific social, cultural, religious and political nature of teaching in this context?

23. What are your perceptions about the nature of the relationship between the non-Emirati teaching faculty and Emirati Students?

Background Information

24. What are your personal beliefs about teaching and higher education?

25. Why did you choose to teach in Dubai?

26. What made you decide to teach internationally? Why do you stay international? When do you think you will return home?

27. What insights do you have from teaching internationally? Insights regarding Islamic students? What kinds of conversations do you have about your experience here in Dubai, with family and friends in your home country?

28. What kinds of questions do you get when you go home about your life here?

29. What have you learned about culture from being international?

30. Tell me some interesting stories about teaching this curriculum/or culture?

31. Can you describe the most interesting experience you had as an international educator?

Appendix C

Reflection Interview Protocol

Teachers will be asked to reflect on the practice of the teaching the curriculum during each learning cycle:

1. The semester is now complete. As you reflect on the semester, what are your perceptions about this past semester? What experiences stand out as significant?

2. What kinds of knowledge or meanings do you think students achieved this semester? Do you think that curricular outcomes were achieved?

3. Can you share any interesting stories from this semester?

4. Describe some strategies you used that seemed effective this semester? Why were these effective?

5. Describe some strategies that seemed ineffective this semester? Interesting stories?

6. What kind of social and cultural issues surfaced during this semester that impacted your practice?

7. What other challenges and, or constraints did you encounter this semester? How did you deal with those challenges or constraints?

8. How did the task-based approach affect your implementation of the curriculum?

9. Please describe some elements of problem focused learning achieved this semester?

10. How did you incorporate critical thinking strategies in the curriculum?

11. Where did you obtain resources for lesson plans? Why? How used?

12. What kind of changes do you think would be beneficial for the next academic year in relation to this semester?

13. How was IELTS preparation incorporated this curriculum?

Appendix D

Interview Protocol for Supervisor

HD1 Curriculum

1. Some of the aspects of a constructivist curriculum, that also comprise HCT's learning model, are: goal-setting, decision-making, critical thinking, task-based learning, problem solving, and reflection.

   From a supervisory perspective, how do you envision the HD1 learning outcomes and their relationship with the curriculum?

2. How do you think the teaching staff implement those learning outcomes?

3. How do you measure quality control or teaching effectiveness? Please explain one example.

4. What are some of the most interesting elements of the academic year for you?

5. What are some of the influences that affect HD1?

6. What are your thoughts about the team teaching approach to the curriculum? (strengths/weaknesses, insights, challenges, etc.)

7. What is the role for committees and team leaders in HD1?

Social, Cultural, and Religious Considerations Affecting Curriculum and Practice

8. How does the social cultural context impact HD1?

9. From a supervisor perspective, discuss the college`s response to the mandate of Emitarization?

10. What are your perceptions about the nature of the relationship between the non-Emirati teaching faculty and Emirati Students? From a supervisory perspective, how do you orient new HD1 faculty to the cultural environment?

International Educator

11. What are your personal beliefs about teaching and higher education?

12. Why did you choose to teach in Dubai? What made you decide to teach internationally? Why do you stay international? When do you think you will return home?

13. What insights do you have from teaching internationally? Insights regarding Islamic students? What kinds of conversations do you have about your experience here in Dubai, with family and friends in your home country?
14. What have you learned about culture from being international?
15. Tell me some interesting stories about teaching this curriculum/or culture?
16. Can you describe the most interesting experience you had this semester?

Appendix E

Reflective Protocol for Supervisor

Supervisor will be asked to reflect on the academic year:

HD1 Curriculum

1. The academic year is now complete. As you reflect on the year, what are your perceptions? What experiences stand out as significant?
2. Describe some of the issues that surfaced in relation to this academic year? Why do you think they happened? Do you think that curricular outcomes were achieved this learning cycle?
3. Please describe some learning that you feel was paramount for students this semester?
4. Please describe any innovations in teaching, curriculum, or extra curricular activities that stand out to you?
5. Discuss some of the committee achievements this academic year?
6. Please discuss some of the changes that are envisioned for the upcoming academic year?

Teaching and Learning

7. What resources are available to faculty for improving teaching and assessment techniques?
8. What rewards does faculty receive from the institution for engaging in innovative teaching/learning and assessment strategies?
9. What is changing about teaching, learning, and assessment on this campus?
10. What is being accomplished through campus-based initiatives or extra-curricular initiatives?
11. Has there been any resistance to these initiatives?

Appendix F

DWC: Research, Analyze and Present! HD1 Company Visit

Task Document

HIGHER COLLEGES OF TECHNOLOGY
DUBAI WOMEN'S COLLEGE

Research, Analyze and Present!
HD1 Company Visit Task Document

Learning Cycle 1
08 - 09

Prepared for: HD1 students
Prepared by: HD1 Team Leaders
Date: August 2008

"This assignment is my own work:
The sources of all quotations, both direct and indirect, have been fully cited;
All material used in the preparation of this assignment has been acknowledged and
This assignment has not been submitted for assessment in any other paper."
Signed by: HD1 Faculty and Supervisor

Table of Contents

The Task: Research, Analyze & Present!

How can students integrate communication, numeracy, and technology skills in order to research, analyse, save and present information about the UAE and the Dubai economy and business?

The primary purpose of this project is to increase your understanding of the UAE economy and business in Dubai. As you work on this project, you will learn to think critically about the UAE and global business management. You will improve your English, IT, Business, and Math skills as you work through your tasks. You will work individually and in groups of 3 or 4. You will learn to

- Think critically
- Work in teams
- Learn MS Office and file management skills independently
- Work independently in our connected world, anytime, any place
- Manage your time
- Learn about business and technology online, using BbVista
- Format documents and templates correctly for HD1
- Create an integrated web - based portfolio
- Research information from approved sources
- Arrange a visit to a private UAE company.
- Find and explain statistical information about the UAE economy
- Present information using technology tools including graphics
- Create an MS Access data table
- Read, write, listen and speak, in English
- Prepare and maintain a vocabulary log
- Organize all your work in folders which will later be added to an E Folio

What is the Project?

According to Dictionary.com, a **Project** is a "long-term educational assignment needing personal initiative, undertaken by an individual student or a group of students," (Online dictionary)

Your LC1 Project involves researching the UAE and Dubai economy, going out to visit a company, making a Powerpoint slide show which summarizes your findings and presenting this to your teachers in a group.

All your subjects offer Learning Tasks to help you build skills with which to complete the Project. The LC1 Project is ten weeks long. Work that you do during the ten weeks is called "**process**." Its definition is "a systematic series of actions directed to some end". Because the project involves research, it can be called the "research process".

Your group presentation using MS PowerPoint is the "**outcome**" of the Project. Check the meaning of **outcome** in Dictionary .com.

Project Timeline and Assessment

See the Sharepoint site for details on your assessments, due dates and weightings for Semester 1 and Learning Cycle 1.HCT Guidelines for assessment and student progression are in the Student Handbook

Portfolios

There is a portfolio requirement in DWC. Portfolios show your learning development over time. They are an excellent way to reflect on your learning. Save your work each year. (Have you already backed up and saved your Foundations work)? During each semester of HD1, save your work on your hard drive and back it up.

Then, your best work is placed in your portfolio. An online portfolio is called and E Folio or electronic portfolio.

Naming Convention

The file naming conventions for HD1 are found in Appendix 11. All students need to learn this quickly as part of their file management skills.
Assessments and Weights by Subject for Semester 1

English 124 / 125	BGMN 100	MATH 100	ITEC 100
Speaking / Presentation – 5%	Research Presentation – 30%	Research / Statistics Presentation – 20%	
BbVista – 10%	BbVista – 20%		BbVista - 30%
Reading Assessment 1 - 10%	Assignments – 10%		Assignments – 10%
Reading Assessment 2 - 10%	Bazaar Report – 20%	Bazaar Report 20%	
Writing Assessment 1 - 10%		EFolio – 10%	E Folio Dreamweaver – 30%
Writing Assessment 2 - 10%	Assessment – 20%	Assessment 1 – 25%	Assessment – MS Access 30%
Writing Assessment 3 - 10%		Assessment 2 – 25%	
Reading portfolio (BbVista)			
Research Portfolio – 3 parts - 10%			
Listening 1 – 10%			
Listening 2 – 10%			
Viva – 5%			
100%	**100%**	**100%**	**100%**

LT 01 Ethics Agreement and Ameena Video

DWC is very serious about ethics and plagiarism. DWC expects students to act honestly.

Plagiarism is the intentional or unintentional copying of work from a source (Internet, **friend**, colleague, textbook, magazine) that is presented as original work or is not credited to the original author.

In the classroom: You must sign an ethics agreement regarding academic honesty at the beginning of HD1. In English class, you will also watch a video "Ameena" regarding plagiarism. See Appendix 2. On each assignment, in every subject, you must include the phrase, "This is my own work…" Otherwise, the work will be returned to you as unsatisfactory.

LT 02 Career Coach ENGL/ BMGN IND

In the first weeks of LC1 you will complete several online exercises using Career Coach on the college portal. Your English teachers will ask you to complete My Personal Information, Personal Characteristics, Who Am I? and Learning Styles. Listen to the video, then complete the online exercises. After you have completed the exercises, you will discuss what you found out about yourself.

You will prepare one document which includes screen shots of the Career Coach results. You will also write a 100-250 word **reflection** on yourself, using the results as evidence.

Use the MSWord **page template** that you created in ITEC. Submit a hard copy to your business teacher. Upload the soft copy to BbVista in the correct folder, with the correct filename, by the due date.

LT 03 BbVista ENGL/BMGN/ITEC IND

You will complete BbVista Quizzes regularly. Each quiz is worth a part of your final grade in English, Business and Information Technology. Your online learning demonstrates self and time management skills as well as your knowledge of the subject material.

Some quizzes help you to read and understand your text books. Other quizzes test your knowledge of subject vocabulary and ideas. This work is a good way for you to prepare for class. It also helps you improve your understanding of the course material.

Read the instructions at the beginning of each quiz carefully. These tell you what you need to do. Pay attention to due date and time of each quiz.

For example, in Business, you will usually have two weeks to finish quizzes. In business, you have three chances at most quizzes and your best mark counts toward your final grade. This may not be the same in other subjects.

Assessment weight	**Business**	**20%**
	Individual	
	English	**10%**
	Individual	

Assessment Weight and Criteria for ITEC	**ITEC**	**30%**
	Individual	

Self-Management and Independent Learning
You worked independently and submitted work on time.

More than 3 deadlines missed.	No more than 3 deadlines missed.	No more than 2 deadlines missed.	Timeline followed completely.
1	2	3 4	5

Vocational Competencies
You applied and understood the assigned features of MSOffice, HTML etc.

Little or no knowledge of the feature or concept is demonstrated.	Some knowledge of the feature or concept is demonstrated.	Adequate knowledge of the feature or concept is demonstrated.	Excellent knowledge of the feature or concept is demonstrated.
1 2	3 4 5	6 7 8	9 10

LT 04 Assignments	**ITEC**	**IND**

In the Classroom: Your ITEC teacher will provide you with research materials, an example of the work and practice quizzes. The work then becomes YOUR responsibility.

The skills you learn in IT underpin all your other HD1 subjects. You will learn them in IT, then apply them in other areas. For example, you will prepare templates in IT that you use

in English, Maths and Business. You will prepare a web page. Later, your web page becomes an E Folio for all your subjects, throughout HD1. You will practice using software features such as MS Word.

For the Project: You need to learn how to use various programs in order to write up your Project research findings and do work in your ITEC class. You will have regular assignments to submit in hard or soft copy, as requested by your teacher, by the due date. Late assignments are graded according to HCT policy.

You must cite research materials used, in HD1 format. See Appendix 3 for MLA referencing information and examples. See Appendix 8 for HCT report format

Your assignments are:

- Page template
- Reading template
- Bullets and
- Report template

Assessment Criteria for ITEC

Self-Management and Independent Learning

You worked independently and submitted work on time.

More than 3 deadlines missed.	No more than 3 deadlines missed.	No more than 2 deadlines missed.	Timeline followed completely.
1	2	3 4	5

Vocational Competencies

You applied and understood the assigned software features.

Little or no knowledge of the feature or concept is demonstrated.	Some knowledge of the feature or concept is demonstrated.	Adequate knowledge of the feature or concept is demonstrated.	Excellent knowledge of the feature or concept is demonstrated.
1 2	3 4 5	6 7 8	9 10

LT 05 Reading Portfolio (online) ENGL Individual

Reading helps learning. It opens up a world of ideas, art and information.

You will select eight reading articles in semester 1 and complete a reading response sheet for each article, using the template you designed in ITEC. You will learn to correctly reference each article, using the MLA guidelines in Appendix 3.

Your English teacher will help you understand **Safe Assign**, to help you prevent **plagiarism.** Check your work on Safe Assign, then upload the re drafted copy to BbVista by the due dates. Throughout the semester, you will learn and practice correct MLA referencing technique to help you with all your subjects.

Toward the end of semester, your reading portfolio, including the SSR log and reading feflection, will be compiled in BbVista and count toward your BbVista grade. For guidelines, see Appendix 7.

LT 06 Research Portfolio ENGL Individual

Your research portfolio consists of three parts: an oral presentation, summaries of classmates' grammar presentations and a final reflection. For details, see Appendix 5.

You must do research, independently, on a topic. For example, you may research a grammar point that you will teach to your peers. You will prepare an oral presentation, approximately 10-15 minutes in length, regarding an important grammar point, as assigned or negotiated with your English teacher.
See the Research Portfolio appendix, See Appendix 5 for details.

You need to keep a references list, of all your research work, in all subjects, as part of your English research portfolio.

LT 07 Vocabulary Learning ENGL Individual

You will create a 50 word vocabulary log, with meanings and collocations. Use software tools **effectively** to save you time and help you learn more efficiently as you practice your vocabulary skills.!!

You will be assessed on your vocabulary understanding, in an oral format, later in the semester. For instructions and assessment criteria, see Appendix 6. Your words should be drawn primarily from the AWL list found in Appendix 10 and other vocabulary lists, such as the business vocabulary list.

LT 08 Summaries BMGN Individual

Reading helps learning. It opens up a world of ideas, art and information.

Find articles about the UAE economy and business. Summarize the main ideas by paraphrasing, in a few sentences. Include the article title and MLA citation.

Read something from newspapers and given databases every week. Write a summary often. You must complete a total of 4.

Upload these to Safe Assign to check yourself for plagiarism. Next, upload to BbVista by the due date. Your summaries form part of your Assignments grade in business.

LT 09 E Folio Tasks MATH Individual

This Learning Cycle, you will save your Math practice and homework in folders on your laptop. Keep all the following work:

All demo work done in class.
All homework exercises assigned.
A copy of your part of the project.
Copies of your tests

Your teacher may check the tasks and folder AT ANY TIME in LC1.

In the next Learning Cycle, you will shift your files into an E Folio. You will be given the assessment criteria at that time. See the Learning Cycle Calendar on Sharepoint for due dates.

LT 10 RESEARCH Assignment BMGN INDIVIDUAL

The librarian will help introduce you to research tools.

Using Zawya, you will research the UAE economy and a Dubai private or publicly listed organization.

Your BMGN teacher will assign you a randomly chosen **industrial** sector to research. You will find companies within that sector for your company visit.

You will look for economic sector information from the **given** sources. You will hand in the results of your research to the teacher AND upload a copy to BbVista.

You will summarize this information for your business presentation slides. Check the presentation outline to see which information goes into each section of your presentation.

LT 11 Prepare for Company Visit BMGN, ENGL Group

As part of your economic research, you will arrange to visit a private local company to see their "fit" within an economic sector.

Before the company visit, research the private company (no government or semi-government organizations) using Zawya and the company's website.

You could also look for newspaper articles about the company using Zawya, BMI, UAE Interact, Arabian Business, Gulf Business or similar. Knowing this information about the company will make you very confident and professional when you visit the company.

The company you choose must have its own website. You must decide which company to visit and get your BMGN teacher's approval. Once your teacher approves the company, you need to enter the information onto a form in Sharepoint.

A letter (in Arabic and English text) will be provided to explain to your family about the visit. You will make the visit arrangements.

Your English teacher will help you with correct business communications, such as phone technique, to make an appointment. You will send a written request for the visit to the company. In return, you should receive written **confirmation** of the visit date, time, place and activities, from the company, though this does not always happen.

ALL outgoing correspondence to companies MUST be checked with the teacher first.

All visits should be arranged outside of class time or outside of normal college hours. The best times are Sunday afternoon, during the non credit hours or on a Saturday, when many companies are open. You must be finished your visit before week 7.

If you go during college hours, you need to prepare project permission forms *at least 24 hours before* the scheduled visit in order to leave the college.

Keep all **correspondence.** As well, decide on questions to ask or particular things you want to observe during the visit. Your English teacher will help you with this. Keep any notes or reflections about the process including any problems and how they were dealt with

After the company visit, you must write and send a thank you letter in HD1 format to the company.

All students **must attend a visit** to find out information about a private UAE company. **Failure to attend the visit results in a zero grade for that student's part of the business presentation.**

LT 12 MLA Referencing	ENGL	Individual

In the library: You will learn how to cite sources to give credit to original authors. This avoids plagiarism.

In the classroom: Your ENGL teacher will work with the librarian and you on developing your referencing skills. You will learn how to prepare an MLA Works Cited page.

You will use a citation generator such as Noodletools, to cite sources such as a web page, newspaper article, book, etc. You need to keep a Works Cited list, of all your research work, in all subjects, as part of your English Research Portfolio.

You will practice in-text referencing, direct quotation, indirect quotation, paraphrase and summarize. See Appendix 3 for MLA referencing rules

Throughout the semester, you will learn and practice correct MLA referencing technique to help you cite sources correctly for all your subjects.

LT 6.1 Research Presentation	ENGL Individual

You will deliver your prepared research presentation to your peers, starting Week 6. Your English teacher will set your schedule. This is assessed as part of the research portfolio. See Appendix 5 for details.

Each member of class must summarize each others' presentations. These summaries, together with a reflection on your writing development, contribute to your research portfolio mark later this semester. This research gives you a bank of data for next semester's work.

LT 13 Writing 1: The Research Process	ENGL	Individual

You will learn how to make an appointment and write letters of request, confirmation and thanks, to help you with your visit. You will learn how to find, read and interpret paper based and online materials related to the company and economy. You will also work on

language needed to talk about the process that you went through whilst researching and organizing your company visit. For example, you will look at how to conduct an interview and how to ask questions.

For the assessment: You will be required to write an essay, under exam conditions, on some aspect of the research conducted during LC1.

Assessment Criteria for Writing 1

To see how you will be assessed for this Learning Task, please go to the Writing Band Descriptors by this link: http://dwc.hct.ac.ae/courses/hd1english/bands1.shtml

LT 14 Bazaar preparation BMGN Individual

You will be placed in a new group for LC2. You will work for year 2 students at the bazaar.

You must attend a presentation that they will give to you, explaining the marketing and finance part of their business. This will be scheduled during your Sunday afternoon non credit block, your breaks and during an Open Learning Day.

Write a summary based on the information, using 100 – 250 words and including graphs. Upload your work to Safe Assign, then BbVista, by the due date.

LT 15 Assessment MATH Individual

In the classroom: Your teachers will introduce you to quizzes and practice tasks.

For the assessment: You are responsible for all the assigned material in your course and text books for this 2 hour assessment. It will cover all of Goal 2 and some of Goal 1 from your text. See HD1 Sharepoint Calendar for further details and timing.

LT 16 Dreamweaver ITEC 100 Individual

You will learn Dreamweaver to create an integrated, web- based portfolio. This "E Folio" will be used as the 'container" for your work in all your HD1 courses. See Appendix 4 for the required design.

In the classroom: In this Learning Task you will research features of Dreamweaver and explain them to your peers in class. Your ITEC teacher will provide you with support and

guidance to assist you on some of the more advanced features of Dreamweaver and prepare you for your "teaching".

For the Project: Each member of the group will be given three (3) topics to research on her own. You will be given a deadline that all group members must be ready for. On this date you will have 10-15 minutes to teach the other members of your group these topics. You ***MUST*** prepare a **handout** and a **test** for each topic. Together with peer feedback, this will provide a portion of your grade. You will also be the class **"expert"** for this feature so your classmates can come to you for help with questions and problems.

Web Portfolio Specifications

Design and Functionality:
Evidence of a design plan should be presented to your ITEC teacher at the beginning of the design process. The portfolio should meet the criteria of all your HD1 teachers. The navigation scheme should be obvious and easy to use. File management should be organized and efficient following standard conventions including no spaces, special characters or capitals in ANY file.

The design is shown in Appendix 4. The main page must contain links for Courses, Graduates Outcomes, Career and Resources.

Creativity and Theme:
The portfolio should be creative and inventive with an interesting interface. The portfolio should have consistent and effective graphics and be professional in appearance.

Dreamweaver Skills:
The portfolio should make the best use of the features available in Dreamweaver. The following features must be included in the portfolio:

hyperlinks	tables	email link
templates (optional)	graphics	integrated navigation scheme

*While all the above features must be included in your portfolio, including all of these features does not necessarily mean your portfolio will get the highest mark.

Submission:
Resource Page:
Your portfolio must contain a section named Resources. All sources named in the creation of your portfolio must be linked to this page. In addition, your Resources section should be linked to the World Wide Web. Use MLA referencing. See Appendix 3.

CD

Portfolio must be submitted, virus free, (with all files and all subfolders saved in one folder) on a CD. *Your portfolio will not be accepted for grading until ALL submission criteria are met. The standard HCT penalty will apply to late submissions (See Student Handbook).

Assessment Criteria:

Part 1: Design (Worth 15% - Individual):

In this area your ITEC teachers will be looking at your technical ability on how you created the e-folio. It focuses on your IT skills and how well you used your knowledge.

Vocational Competencies and Critical and Creative Thinking

You created a product that met the criteria but was also well designed, virus, free, functional, and easy to navigate

Little or no apparent navigation scheme present. File management was inefficient, unorganized, and didn't follow conventions.	Navigation scheme was functional but problematic. File management was somewhat efficient, organized, and somewhat followed conventions.	Navigation was adequate. File management was mostly efficient, organized, and mostly followed conventions.	Navigation scheme enhanced the website. File management was efficient, organized, and followed naming conventions.
1 2	3 4 5	6 7 8	9 10

You created a product with an efficient file management system.

File management was inefficient, unorganized, and didn't follow conventions.	File management was somewhat efficient, organized, and somewhat followed conventions.	File management was mostly efficient, organized, and mostly followed conventions.	File management was efficient, organized, and followed naming conventions.
1 2	3 4 5	6 7 8	9 10

You created a product with a professional appearance, a consistent and effective theme that was creative and inventive.

Little or none of the portfolio looked professional. No evidence of an overall theme was present. Portfolio showed little or no evidence of creativity.	Some of the portfolio looked professional. Some evidence of an overall theme was present but it was inconsistent and/or not very effective. Portfolio was somewhat creative and inventive.	Most of the portfolio looked professional. Most of the overall theme was consistent and effective. Portfolio was adequately creative and inventive.	Portfolio looked professional. Overall theme was consistent and effective. Portfolio was highly creative and inventive.
1 2	3 4 5	6 7 8	9 10

Technological Literacy

You created a product that made the best use of the features available in Dreamweaver and included all the required features.

Little or no knowledge of Front Page is demonstrated. Little or no required features are included.	Some knowledge of Front Page is demonstrated. Some required features are included.	Adequate knowledge of Front Page is demonstrated. Most required features are included.	Excellent knowledge of Front Page is demonstrated. All required features are included.
1 2	3 4 5	6 7 8	9 10

Part 2: Justification (Worth 10% - Individual):

For your justification, you must specify why you designed the e-folio in the manner that you did. You should use the information you got from research and from your English work. You must talk about:

Design:

Including elements of colour, font and frames (if appropriate)

File Organization:

Why are the files organized in this way?

Usability:

Navigation Hyperlinks

Bookmarks How pages are connected

Critical and Creative Thinking

You were able to explain your design choice, file management system and usability issues.

Little or none of the criteria met. Explanation was ineffective. The reasoning behind the choices was illogical.	Some of the criteria met. Explanation was effective in some areas but ineffective in others. The reasoning behind your choices was somewhat logical.	Most of the criteria met. Explanation was effective. The reasoning behind your choices was logical.	All of the criteria met or exceeded. Explanation was excellent. The reasoning behind your choices was very logical.
2 4	6 8 10	12 14 16	18 20

Communication & Information Literacy

You communicated ideas and concepts in accurate English.

Message is unclear and control of language is weak. Errors are widespread and cause communication breakdown.	Message is mainly clear. Control of simple language structures is evident and consistent. Errors persist and impair quality.	Message is clear and easy to understand. Good language control. Complex sentences are attempted. Errors are present but not intrusive	Shows excellent control of English to communicate ideas. Errors are rare.
1 2	3 4 5	6 7 8	9 10

Part 3: Peer Evaluation (Worth 5% - Individual)
Vocational Competencies

Achievement below requirements.	Achievement meets the requirements.	Achievement is above requirements	Outstanding achievement.
0 - 1	3	4	5

Student was prepared and started on time
Student understood the topic thoroughly
Student provided and distributed materials to all group members
Student delivered the training, explaining topics thoroughly, showing excellent knowledge
Peer Evaluation forms, together with copies of all materials, were handed in to the teacher

LT 17 Listening 1: Using Research Tools ENGL Individual

In the classroom: Your ENGL teacher and the Librarians will help you learn the skills needed to successfully conduct research. You will use a variety of research resources and tools for this.

For the assessment: You will be listening and responding to passages related to what you have learned about the online research process.

The assessment will focus on information about conducting research using the World Wide Web. In the assessment, you will be asked to listen to speakers and answer questions about what is said. You will have a time limit within which you control the audio file and attempt to answer the set items. To pass this assessment you must get 60% or more.

LT 18 Reading 1: What makes a good web-site? ENGL Individual

In the classroom: Your ENGL teacher will work with you to develop your skills as a reader of English. You will work with reading material connected to the project, such as the business text, Understanding Business . You will also use web sites and work on strategies which will help you to improve your reading skill.

As part of your reading practice, you will also be continuing with your SSR (Sustained Silent Reading) activities

For the Project: You will be reading and responding to selected texts and working with specific project related vocabulary. .

The assessment will focus on information connected to the Project on the topic of web-sites. You are designing a web site in IT. Think about the criteria you consider when designing your own website.

In the assessment you will be asked to read a selected number of texts and answer questions about specific information within the texts. This assessment will use an 'unseen' test format. To pass this assessment you must get 60% or more.

LT 19 Research Results: Presentation ENGL Individual

For the project: Your English teacher will join your math and business teachers to listen to your group present and defend information about your economic research, including the company visit. Your English teacher will assess your presentation and language skills. This will form part of your speaking mark.

Assessment Criteria for ENGL 124 – Presentation			5% Individual
Content and organization (20%): Choice of topic; interesting introduction; appropriate and relevant content; accurate information; sufficient development of ideas logical structure; effective bridges between sections; effective ending			
4 = excellent	**3 = good**	**2 = satisfactory**	**1 = needs work**
Use of language (20%): Range of vocabulary; accuracy of word usage; appropriate linguistic level; effectiveness of intonation; clear pronunciation; good level of grammatical accuracy			
4 = excellent	**3 = good**	**2 = satisfactory**	**1 = needs work**
Delivery (20%): Confidence; poise; speed of delivery; volume; enthusiasm; body language; effective use of note cards			
4 = excellent	**3 = good**	**2 = satisfactory**	**1 = needs work**
Use of visual aids (20%): Relevance; clarity; appropriate; usefulness; visual appeal; balanced; free of errors; well-choreographed usage; incorporation into presentation			
4 = excellent	**3 = good**	**2 = satisfactory**	**1 = needs work**
Answering questions (20%): Understands questions; asks for clarification as needed; answers questions clearly and directly; shows confidence.			
4 = excellent	**3 = good**	**2 = satisfactory**	**1 = needs work**

LT 20 RESEARCH Presentation BMGN Group / Ind

In the classroom: Your BMGN teacher will provide you with guidance and support to organize and present your research findings.

For the Project:

1. Research: You have completed reading and online research about the economy. You have researched a particular economic sector which was randomly given to your group. You have visited a company. You have a minimum of **five** sources of information. Your sources include Zawya, the company website and UAE Interact. You could also include sources such as Dubai Statistics Center and BMI. You could also have some articles about the company from AMEInfo, UAE Interact or other official sources. (NOT Press Releases or Announcements)

Now, you put all your findings together and present them using MSPowerpoint. You should provide evidence that you used resources by including a references slide in your Powerpoint. You should reference correctly by using a citation generator, which your English teacher or librarian will help you with.

You will also use this statistical information about the Dubai and UAE economy for the Math part of the project.

2. Presentation: The MSPowerpoint presentation should explain what you learned about your economic sector and company during your research.

You should think critically about the information you choose to include in your presentation. Use the Six Hats to make decisions about what information to analyze. Be creative in the way you present your information. Your audience wants to be kept interested

Here is the outline for your presentation. It shows you the correct order of your information.

Presentation Outline (slides must be in this order)

Title Slide

Introduction and overview -1 mark

- sector
- company, interviewee, date of visit
- product/service?
- main ideas in your presentation?

Macro Economics – UAE and / or Dubai -4 marks - ALL required

- Compare your economic sector with the whole economy – pie chart
- Compare something about your sector with other sectors – bar chart
- Graphically show something about the trends in your sector – chart, graph, time line, scattergram
- Explain economic trend(s) in this sector.

Economic Sector chosen-5 marks – 5 topics

- Identify the type of industries in this sector, giving examples (Zawya).
- Give an idea about the number of companies in this sector (Zawya).
- Discuss the import, export or re export of this sector.
- How do exchange rates affect this sector?
- Discuss trading agreements / barriers that affect this sector
- Other

Section 3: Micro economics: a Company -5 marks- 5 topics

- Who owns the company?
- Discuss how the business has developed
- Mention the organization structure and related entities eg multinationals
- What is the company type - What are the advantages of this?
- Give an overview of principle activities
- Key Indicators
- Mention Competitors
- Summary Financials – present position, compare results over time (math)
- Other

References Slide: Each Table or graph should have a caption with the source of the information.

Include in the footer of each slide, the name / ID of the student who made the slide.

On the works cited slide, list all sources in alphabetical order, in correct MLA format (Use Noodle Bib) .

Individual Slide: Briefly mention your contribution to the team research, visit and presentation. Link the slides you completed to this page.

Note: Each group must present the teacher with a handout – 3 slides per page - at the beginning of the presentation.

Timing: 5 -7 minutes per student.

Team work: It is the responsibility of the group as a whole, to bring forward to the teacher, any concerns, along with solutions and an action plan, relating to any team member or the team. Concerns and problems should be discussed as they occur, not at the end of the learning cycle or just before an assessment. Specifically, if a team member is not doing their share of the work, the teacher wants to know.

Assessment Criteria for Presentation

Communication and Information Literacy **/5 Group**

(Quantity of research) You researched economic information from required sources.

Little or no research carried out.	3 -4 sources	5 Sources.	More than 5 approved Sources, correctly referenced.
1	2	3 4	5

Correctly cited using MLA format ____

Critical and Creative Thinking and Vocational Competencies **/15 Group**

(Quality of research) Your group applied, evaluated and analysed economic information.

Inaccurate, unreliable, or irrelevant information provided.	Some inaccurate, unreliable, or irrelevant information provided.	Adequate, accurate, reliable, or relevant information provided.	Comprehensive, accurate, reliable, and relevant information provided.
0 1 2 3 4 5 6	7 8 9	10 11 12	13 14 15

Global Awareness **/5 INDIVIDUAL**

You understood and explained economic information during the presentation and when answering 2 -3 questions on any topic

Some incomplete or incorrect understanding		Adequate understanding	Comprehensive understanding
0 – 1 - 2	2	3 4	5

Note: The individual marks are for that student's part of the presentation and/or the questions she answered at the end. You may be questioned on any aspect of group research.

Teamwork **/5 INDIVIDUAL**

You described your contribution to the team, with evidence. - 1 slide per individual

Minimal individual contribution to the group is shown.	Some individual contribution to the group is shown.	Adequate individual contribution to the group is shown.	Effective individual contribution to the group is shown.
1	2	3 4	5

LT 21 Research:Statistics and Percentges MATH GRP/IND

For the project: Using your math skills in percentages and statistics, your group will analyze data from your business research about the UAE and Dubai Economy. Your ONLY

sources of numbers are from databases such as those found on the LRC homepage – Zawya, BMI, UAE Interact, Dubai Statistics Center or other official government pages. Show your results using your MSExcel skills. Embed your excel charts and graphs in MS PowerPoint, as part of the BMGN presentation. Include statistics, percentages, a scatter graph and the concept of **forecasting**. You may **analyze the data over time**, using descriptive measures, showing **trends** and possible **variations**.

Each member of the group should prepare and present two slides and be able to answer questions with confidence. Graphs should have titles, labels on both axis and be referenced with the source of the information. Each slide must include the name and ID or the student who made the slide. On the works cited slide, list all sources in alphabetical order, in correct MLA format. (Use Noodle Bib).

Submit a handout of the presentation before you begin. (three slides per page) Submit a soft copy of the PPT slides to your MATHS teacher.

Assessment Criteria for Research 10% Group / 10% IND

Mathematical Literacy GROUP

Your group collected data from the required sites.

Data are mostly or totally inaccurate.	Data are somewhat accurate.	Appropriate Data .	Comprehensive correct data from required sites.
0 1 2	3	4	5

Technological Literacy - GROUP

Your group made effective use of MS Excel features.

Poor use of MS Excel features and statistical functions and formulas..	Fair use of MS Excel features and statistical functions and formulas..	Good use of MS Excel features and statistical functions and formulas.	Excellent use of MS Excel features, statistical functions and formulas to do the analysis.
0 1 2	3	4	5

Mathematical Literacy - INDIVIDUAL

You analyzed and communicated authentic math concepts with confidence.

Mathematical concepts are not recognized.	Explanations contain errors, show some lack of understanding or are memorized.	All explanations are correct. Questions are mostly answered correctly.	Comprehensive, insightful explanation of all mathematical concepts. Questions correctly and thoroughly answered.
0 1 2	3 4 5	6 7 8	9 10

Note: Each student prepared 2 different slides with her name in the footer. Each graph has a caption giving the source.

LT 22 Writing 2: Problem Solving	ENGL	Individual

In the classroom: Your ENGL teacher will help you to develop your skill at using the language of description and evaluation.

For the Project: You will be asked to write about problems encountered and solved.

Assessment Criteria - Writing 2	10%
	Individual

To see how you will be assessed for this Learning Task, please go to Appendix 12, the Writing Band Descriptor.

Appendix G

DWC Bazaar

HIGHER COLLEGES OF TECHNOLOGY
DUBAI WOMEN'S COLLEGE

DWC Bazaar
HD1 Task Document

Learning Cycle 2
08 - 09

Prepared for: HD1 students
Prepared by: HD1 Team Leaders

Date: 2 November, 2008

"This assignment is my own work:
The sources of all quotations, both direct and indirect, have been fully cited;
All material used in the preparation of this assignment has been acknowledged. This assignment has not been submitted for assessment in any other paper."

Signed by: HD1 Team Leaders

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Overview: Learning Cycle 2!

Congratulations! Most of you have achieved success in LC1 and are ready for the challenges of LC2. Well done! You have gained excellent team skills and practical skills. You've experienced a Dubai workplace. You've shown great determination to reach your learning and career goals.

All of you have identified goals and areas for improvement. All your teachers will help you move toward your goals as you develop language, numeracy, vocational and technology skills – core skills for your Higher Diploma.

Personal development / Self management
This learning cycle, you continue to have opportunities for learning outside of class. The Gym offers many programs. The Career Center offers job opportunities and scholarships. You will look at Program Choice ideas – do you prefer Business or IT as your Major? As well, there are many other opportunities, such as workshops and guest speakers each semester. Attend many of these events and record evidence of your learning in your E-Folio.

Your E Folio and Graduate Outcomes
You have finished your E-Folio in IT and can now add your files. Your portfolio work is a record of your learning that you will continue to add to until your graduation from Dubai Women's College.

Plagiarism
DWC is very serious about ethics. You have signed an agreement about plagiarism and must live up to your promise (See Appendix 2).

MLA Referencing
During the project you will need to use and quote information from written sources which are not your own. To do this, you need to cite (say where you got them from) the sources properly (See Appendix 3).

Supervisor and Advisors
You have met the HD1 Supervisor. You know your teacher / advisor who is helping you with academic issues. Remember, the counselors in Student Services can help with personal issues. Student Services, will help you with any health issues that may affect your learning. Contact them anytime – appointments are helpful, but not always necessary.

DWC Bazaar

How can students use business, communication, IT and math skills to evaluate business operations at the DWC Bazaar?

Introduction

The primary purpose of this project is to help you to make a connection between what you learn in your courses and a "real world" situation, the DWC Bazaar. The Bazaar, the last week of November, will help you understand how your HD1 skills are used in a real business.

You may have already met your Year 2 or 3 employers. Certainly, by week 10, you have seen their Plan and learned about your role in their business. Now, you will think critically as you work in their business. You will observe, analyze and evaluate the Year 2 Bazaar business in the areas of marketing and accounting. Your Year 2 employers will evaluate your performance before and during the Bazaar. You will present this information in a written report, in HD1 format, using the formatting skills you developed in ITEC.

As part of your Bazaar business analysis, you will use MS Excel and / or MS Access to collect and display numerical data and do a break even analysis. You will present your Math findings in a section of your BMGN report.

In addition to the above MSWord and MSExcel skills, you will learn MSAccess skills in the classroom and independently, using BbVista. You need to plan and organize your time. Keep track of all your activities throughout the learning cycle. Place the evidence of your skills and individual contribution to these activities in your E-Folio.

Throughout the learning cycle, you will work on developing your English reading, writing, listening, speaking and vocabulary skills. You will focus on business concepts, such as communicating with customers, problem-solving, critical thinking and business culture. You will complete a reflection of your learning covering both the Learning Cycles. As well, you will complete your Vocabulary Viva.

In summary, you will have the opportunity to learn how to

Work in a private UAE student-run company or bank
Think critically
Work in teams
Analyze and evaluate a business – marketing and accounting areas
Apply numerical analytical tools to solve business problems
Analyze and communicate math concepts with confidence
Learn MS Access skills independently
Use an integrated E-Folio to organise all your work and accomplishments
Read, write, listen and speak, in English, about all your Project Tasks

Naming Convention
All HD1 students must follow the same file naming convention for ALL work in ALL subjects (See Appendix 11).

Late penalty
DWC is very serious about time management. If an assignment is one day late, you will lose 10%. If it is two days late, you will lose 20%. After that, you will get 0 for the assignment. This includes weekends.

Exit Criteria for Semester 1
See your Student Handbook for details of Academic Standing Policies as explained to you in an HD1 assembly.

Assessments, Assessment Weights and Deadlines
Some of your assessments, such as your Self Study and Portfolio work, are ongoing. They continue from LC1. See the LC1 Project or the Learning Cycle Calendar for details.

This Learning Cycle, each of BMGN, MATH and ITEC will assess your individual vocational skills in an invigilated assessment. Late students will not be admitted to assessments as per HCT rules.

ENGL writing, listening and reading assessments follow the same format as LC1. Your Vocabulary assessment this learning cycle will be an interview where you discuss your vocabulary.

English 124 / 125	BGMN 100	MATH 100	ITEC 100
Speaking / Presentation – 5%	Research Presentation – 30%	Research / Statistics Presentation – 20%	
BbVista – 10%	BbVista – 20%		BbVista - 30%
Reading Assessment 1 - 10%	Assignments – 10%		Assignments – 10%
Reading Assessment 2 - 10%	Bazaar Report – 20%	Bazaar Report 20%	
Writing Assessment 1 - 10%		EFolio – 10%	E Folio Dreamweaver – 30%
Writing Assessment 2 - 10%	Assessment – 20%	Assessment 1 – 25%	Assessment – MS Access 30%
Writing Assessment 3 - 10%		Assessment 2 – 25%	
Reading portfolio (BbVista)			
Research Portfolio – 3 parts - 10%			
Listening 1 – 10%			
Listening 2 – 10%			
Viva – 5%			
100%	100%	100%	100%

Note: See the HD1 Sharepoint site for all weightings and assessment due dates.

DWC Bazaar Project Learning tasks

LT 22 Writing 2 Problem Solving ENGL Individual

In the classroom: Your ENGL teacher will help you to develop your skill at using the language of description and evaluation.

For the Project: You will be asked to write about problems encountered and solved.

Assessment Criteria - Writing 2 10% Individual

To see how you will be assessed for this Learning Task, please go to Appendix 12 , the Writing Band Descriptor.

LT 03 BbVista ENGL/BMGN/ITEC IND

You will continue to complete BbVista Quizzes regularly until week 16. See the LC1 Project for details of assessment.

Assessment Weight and Criteria for ITEC ITEC 30% Individual

Self-Management and Independent Learning

You worked independently and submitted work on time.

More than 3 deadlines missed.	No more than 3 deadlines missed.	No more than 2 deadlines missed.	Timeline followed completely.
1	2	3 4	5

Vocational Competencies

You applied and understood the assigned features of MSOffice, HTML etc.

Little or no knowledge of the feature or concept is demonstrated.	Some knowledge of the feature or concept is demonstrated.	Adequate knowledge of the feature or concept is demonstrated.	Excellent knowledge of the feature or concept is demonstrated.
1 2	3 4 5	6 7 8	9 10

LT 04 Assignments ITEC IND

You complete your final assignment - the report template - during this Learning Cycle. Open this template and use it to complete your Bazaar report for business and math.

Assessment Criteria for ITEC

Self-Management and Independent Learning

You worked independently and submitted work on time.

More than 3 deadlines missed.	No more than 3 deadlines missed.	No more than 2 deadlines missed.	Timeline followed completely.
1	2	3 4	5

Vocational Competencies

You applied and understood the assigned software features.

Little or no knowledge of the feature or concept is demonstrated.	Some knowledge of the feature or concept is demonstrated.	Adequate knowledge of the feature or concept is demonstrated.	Excellent knowledge of the feature or concept is demonstrated.
1 2	3 4 5	6 7 8	9 10

LT 05 Reading Portfolio (online) ENGL Individual

Compile your reading portfolio and hand it in by the due date. For details, see the Project Appendices.

LT 06 Research Portfolio ENGL Individual

Submit your completed research portfolio by the due date.

LT 08 Summaries3 and 4 BMGN Individual

Upload these to Safe Assign to check your work does not contain any plagiarized material. Next, upload to BbVista by the due date. Your summaries form part of your Assignments grade in business.

LT 09 E Folio Tasks MATH Individual

This Learning Cycle, you will continue to save your Math practice and homework in folders on your laptop. Keep all the following work:

All demo work done in class.
All homework exercises assigned.
A copy of your part of the project.
Copies of your tests *learning Cycle Calendar*

Now, you will shift your files into an E Folio. See the Learning Cycle calendar on Sharepoint for due dates.

Assessment Criteria – Math E Folio

You completed all the work assigned by your teacher (class work, exercises, examples)
You included a copy of each assessment and project done in the semester.

More than two items missing, incomplete , below standard work	All but one or two items completed to standard	All work completed as requested
0 1 2	3 4	5

Your website(e folio) should work properly and efficiently to demonstrate your math skills

Poor design, incorrect links, poor display of math skills.	Minor errors e.g.some links were not working properly.	Excellent, creative, easy to navigate website showing math skills. Wow
0 1 2	3 4	5

LT 23A - Bazaar - Work in a Business - BMGN - Group

In the classroom: Your BMGN teachers will help you learn the concepts of marketing and accounting. They will help you make use of your course book, textbook and online resources.

For the Bazaar Project:

Step 1: Meet your Employers
You are the employees of a Year 2 Business at the DWC Bazaar. At the end of Learning Cycle 1, you met your Year 2 "employers". They presented you with their ideas.

Step 2: Summary of the Plan
You summarized the Year 2 plan in LT 14. Now, you need to understand the Year 2 plan thoroughly. This gives you background information you will need to write your report.

Step 3: Induction: Understand your Contract and Job Description
In the two weeks before the bazaar, the Year 2 students should give you some training about their business. Another word for induction is orientation.

Induction usually includes an explanation of the company mission, vision, objectives and corporate social responsibilities. It gives an overview of the company management structure, responsibilities and reporting relationships. It usually includes an overview of human resources information such as employee job descriptions. It may include extensive training in consumer strategies and customer service selling skills.

Induction usually includes an Operations Plan. This includes information about how the company plans to market and sell their products and how the employees will contribute to the company's success.

Induction should also include training in the company's finance and accounting procedures.

Generally, employers present new employees with a written contract which explains each person's duties and schedule during the Bazaar. Your Year 2 "employers" may have you work in areas such as designing the booth, ordering stock, keeping inventory, preparing schedules, selling goods and services, taking cash, cleaning up and keeping records.

Your Year 2 managers should also show you the "Student Vendor contract" which explains the overall rules and regulations in the "free zone" called the Dubai Women's College Bazaar.

Step 4: Design and Keep your own Sales and Employee / Employer Performance Records
Keep a daily record of your activities, including meetings with your employers. Begin this from Week 12 until the end of Bazaar. You need to decide what and how you will analyze the activity you have been assigned (designing the booth, ordering stock). You may need to design forms to control your data. See the Math learning task for details of numerical data that you must keep.

As well, you must write down and keep evidence and examples of the Year 2's management so you can prepare a written evaluation - "peer evaluation".

These notes are your evidence for the report.

Step 5: The Bazaar
During the Bazaar, you carry out your assigned duties, keeping records of what happens.

Step 6: Evaluations
Your Year 2 employers will evaluate you. Take their advice about your performance and be prepared to discuss this in class.

You may also evaluate each of your employers, using the information you have collected. This is part of "360 degree evaluation". Did they meet their SMART Objectives? Did they follow their Operations Plan? You should look at Year 2's sales and marketing skills, including their company Web Page. You should analyze their financial skills.

You may evaluate their IT skills in MS Excel and MS Access. You may discuss their planning and controlling skills, their leadership style and delegation, their conflict management skills, their decision-making skills. You may use any of Personality Dimensions colors, Six hats and 5 Steps in your analysis.

Hand these evaluations in to your business teacher. Be sure to include the Year 2 student's Name, ID, Section and Teacher.

Step 7: Final Report
You will write a report that links the Bazaar activities to your learning. (See LT 24)

This is where you get your marks!

LT 23B - Bazaar - Plan to Collect Data	MATH	Group / Ind

For the project: Before the Bazaar, you will prepare to collect numerical data, using MS Excel and/or MS Access.

You will use these to keep track of relevant data such as start up cost, inventory received, goods or services sold, buying costs, expenses, hourly or daily sales, sales levels, gross and net profit or loss, income and expenses or any other data you think will be useful.

During all 3 days of the Bazaar, you will use your spreadsheet(s) / database(s) to keep track of data.

With this data, you will be able to do a statistical analysis, including break even of the HD2 business.

LT 23C - Bazaar Report	BGMN	Group

In the classroom: You researched marketing and accounting concepts using Bb Vista, your textbook and other resources.

For the Project: For the report, you analyze your DWC Bazaar employer's marketing and accounting activities. The report must be comprehensive, explaining with examples and evidence, how well your employers applied the marketing and accounting concepts.

You should start your analysis from the day you attended the Year 2 presentation and continue until the last hour of the DWC Bazaar. Examples of information you could look at include:

Marketing
Marketing mix such as Promotion, Price, Place, Product, Distribution, Customer Service, Competition, Consumers. Cover all 4 P's.

Accounting – budget, income and expenses, contribution margin, profit, loss, break even, sales levels. Note: be sure to include the year 2 work in your Appendix – this is your evidence. You present this information through a report. Your report should be set out using proper HD1 report format (See Appendix 8). Referencing must follow MLA format (See Appendix 3).

Include your math findings to support some business recommendations.

Submission requirements:

Length is 1500 to 2500 words. Be sure to include the word count. Submit the report unbound on paper with an electronic copy uploaded first to Safe Assign, then to BbVista Assignments as directed by your teacher.

Here is a sample Table of Contents for your report

Table of Contents

Assessment criteria: Bazaar Report BGMN

Names and IDs: _____ Section No: _____

Your group analysed Promotion

Minimal effort shown	Attempt to describe activities. Missing examples or evidence. Unclear explanation.	Adequate description of activities with some link to theory.	Examples, evidence and clear explanation of how well Year 2 applied the Promotion concepts in their business.
1	2	3	4

Your group analysed Product

Minimal effort shown	Attempt to describe activities. Missing examples or evidence. Unclear explanation.	Adequate description of activities with some link to theory.	Examples, evidence and clear explanation of how well Year 2 applied the Product concepts in their business..
1	2	3	4

Your group analysed Price

Minimal effort shown	Attempt to describe activities. Missing examples or evidence. Unclear explanation.	Adequate description of activities with some link to theory.	Examples, evidence and clear explanation of how well Year 2 applied the Price concepts in their business..
1	2	3	4

Your group analysed Place

Minimal effort shown	Attempt to describe activities. Missing examples or evidence. Unclear explanation.	Adequate description of activities with some link to theory.	Examples, evidence and clear explanation of how well Year 2 applied the Place concepts in their business..
1	2	3	4

Your group analysed Accounting

Errors in format, result or analysis. Needs improvement.		One area missing eg format, math, analysis.	Format is correct – eg Title, Date Income Expenses Result Math is correct Explanation of results makes sense.
0		1	2

Your report follows HD1 format and was submitted to Safe Assign, then Assignments.

	Minor errors Incorrect submission	Title page correct Table of Contents correct MLA citations used References are correct Spacing, font, margins OK Header and footer correct Word count given Unbound on plain white paper – no plastic covers
0	1	2

LTi 24 Bazaar – Report – Statistics / Break even – MATH – Group

In math, you learned how to use linear models for business decision making. Now, you will use these skills.

During the bazaar, you collected numerical data. After the bazaar, you will analyze the data and prepare a written report, which is also part of the BMGN 100 bazaar report.

Use the features of MS Excel such as tables, graphs and charts to display and analyze your data.

Compute some of the following:
fixed costs, unit variable costs, unit contribution margin
total costs, total revenue, net income,, NI as a percentage of cost or revenue,
break - even

Construct the linear equation and graph of total cost and total revenue.
Prepare a break even chart, showing areas of profit loss and break even.
Describe and show graphically the market model of supply and demand.

For each table or chart, use titles, labels and legends.

Below each Table or chart, give your analysis and recommendations in sentence form. You may include your original data, data you collected in the bazaar and the Year 2 data, properly cited, here or in an Appendix, depending on the quantity of information gathered. Remember to use HD1 format.

Your Math Findings provide evidence which also support your business recommendations.

Submission to your Math teacher. Submit ONLY this section (and the Math Appendix) of your BMGN 100 Bazaar report in hard copy.Upload the soft copy to Sharepoint as directed by your teacher.

Assessment Criteria: Bazaar Report: Statistics and Break- even Analysis Section

Your group correctly used linear models to display business information in MS Excel LO 03 (GO 8.1 Numeracy)

Little or no correct use of linear model, features and formulas		Minor errors in terms, computation, formulae, graphical display.	Correct terms, computation, formulae, graphical display. Error free.
1 2	3 4 5	6 7 8	9 10

Your analysis was clear, correct, and comprehensive. (GO 8.2 Numeracy)

Little or none of the analysis was clear and correct.	Some of the analysis was clear and correct. .	Adequate analysis, clear and correct.	Excellent, original, creative analysis – wow!
1 2	3 4 5	6 7 8	9 10

LT 25 – Listening 2 – Business Concepts — Individual — ENGL

In the classroom: You will practice and develop your listening skills.

Assessment Criteria: – Listening 2

The assessment will be based on the business concepts you are studying within the Learning Cycle, for example, marketing and accounting and cultural factors that affect international business. To pass this assessment you have to achieve a score of 60% or above.

LT 26 Reading 2– Business Concepts and Culture — Individual 2 — ENGL

In the classroom: You will be reading texts about business concepts tied to the Learning Cycle including Marketing and Accounting in a global context. You will be doing exercises connected to these texts. You will also be learning more about "Critical Reading" and how to become more proficient in this area. You will also be exposed to readings of a more general nature.

For the project: You will be reading texts about how business can be done differently from culture-to-culture and about how business procedure differs globally. Then, you will practice dealing with customers of many Nationalities during the Bazaar.

Assessment Criteria: – Reading 2

This will be a "seen" assessment. To pass this assessment you have to achieve a score of 60% or above.

LT 07 – Vocabulary Learning - Viva — ENGL — Individual

In the classroom: You are encouraged to continue to maintain your vocabulary log from Learning Cycle 1.

To show that you are building your vocabulary and word building strategies, you will submit a total of 50 items from the AWL with collocations and examples collected from your own reading and research. See Sharepoint for the deadline to hand in your list.

At an agreed time, your teacher will pick 10 items at random from your list and ask you various questions to assess the extent of your vocabulary learning. See Appendix 6 in LC1 Project for the criteria.

LT 27 – MATH Assessment | Individual | MATH

In the classroom: Your teachers will introduce you to practice tasks to help you prepare for your assessment.

For the assessment: You are responsible for all the assigned material in your course and text books. See the Calendar for further details and timing.

LT 28 – MS Access Assessment | Individual | ITEC

In the classroom: Your teachers will help with practice tasks to help you prepare for your assessment.

For the assessment: This will be an assessment of your MS Access skills. It will assess some of your Self Study topics over the whole semester as well as what you learned in the classroom.

LT 29 – Business Assessment | BMGN | Individual

For the assessment: This online assessment covers your learning over the whole semester. You are responsible for studying your BBVista notes, your text book, local newspapers and business magazines, class notes and handouts.

See Sharepoint calendar for further details and timings.

LT 30 – Writing 3: Personal Development and Learning | ENGL | Individual

You will compose a 200 word essay which reflects upon an aspect of your learning over the whole semester.

Think about the whole process of learning in semester 1, not just on one area. Think about all of Math, IT, Business and English, personal development, online learning and extra curricular learning.

Your essay will be assessed using the HCT Writing Band Descriptors in Appendix 12.

Appendix H

DWC: Bazaar Bank

HIGHER COLLEGES OF TECHNOLOGY
DUBAI WOMEN'S COLLEGE

HD1 Student Information and Project Document

Learning Cycle 2
08 - 09
Bazaar Bank

Prepared for: HD1 students
Prepared by: HD1 Team Leaders
Date: 2 November, 2008

"This assignment is my own work:
The sources of all quotations, both direct and indirect, have been fully cited;
All material used in the preparation of this assignment has been acknowledged. This assignment has not been submitted for assessment in any other paper."

Signed by: HD1 Team Leaders

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Overview: Learning Cycle 2!

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Your E Folio and Graduate Outcomes

You have finished your E-Folio in IT and can now add your files. Your portfolio work is a record of your learning that you will continue to add to until your graduation from Dubai Women's College.

Plagiarism

DWC is very serious about ethics. You have signed an agreement about plagiarism and must live up to your promise (See Appendix 2).

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Supervisor and Advisors

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Naming Convention

All HD1 students must follow the same file naming convention for ALL work in ALL subjects (See Appendix 11).

Late penalty

DWC is very serious about time management. If an assignment is one day late, you will lose 10%. If it is two days late, you will lose 20%. After that, you will get 0 for the assignment. This includes weekends.

Exit Criteria for Semester 1

See your Student Handbook for details of Academic Standing Policies as explained to you in an HD1 assembly.

DWC Bazaar Bank

How can students use business, communication, I.T., and math skills to evaluate business operations at the DWC Bazaar?

Introduction

The primary purpose of this project is to help you to make a connection between what you learn in your courses and a "real world" situation, the DWC Bazaar Bank. The Bazaar will help you understand how your HD1 skills are used in a real financial institution.

You will market your bank branch to customers of the Dubai Women's College Bazaar. As part of the marketing effort, you will provide information to Foundations students and visitors before the bazaar, so they understand why and how to use the bazaar money, called "Dhows". You will also patrol the bazaar businesses to be sure only Dhows are being used.

You will work in a branch of the Bazaar bank, providing a money exchange service to customers. You will observe, audit, analyze and evaluate your branch in the areas of marketing and accounting. The Year 3 managers will evaluate your performance during the Bazaar. You will present your findings in a written report, in HD1 format, using the formatting skills you developed in ITEC.

As part of your Bazaar Bank business analysis, you will use MSExcel to collect and display numerical and statistical data. You will present your findings in the Math section of your business report.

In addition to the above MSWord and MSExcel skills, you will learn MSAccess skills in the classroom and independently, using Bb Vista.

You need to plan and organize your time. Keep track of your activities throughout the learning cycle. Place the evidence of your skills and individual contribution to these activities in your E Folio, developed in ITEC.

Throughout the learning cycle, you will work on developing your English reading, writing, listening, speaking and vocabulary skills. You will focus on business concepts, such as communicating with customers, problem-solving and critical thinking and business culture. You will also complete a reflection of your learning covering both the Learning Cycles. As well, you will complete your Vocabulary Viva.

In summary, you will learn to

1. **Work in a private UAE student - run company or bank**
2. **Think critically**
3. **Work in teams**
4. **Analyse and evaluate a business – marketing, management and accounting areas**
5. **Apply numerical analytical tools to solve business problems**

6. **Analyze and communicate math concepts with confidence**
7. **Learn MS Access skills independently**
8. **Use an integrated web based portfolio to organize all your work**
9. **Read, write, listen and speak, in English, about all your Project Tasks**

Assessments, Assessment Weights and Deadlines

Some of your assessments, such as your Self Study and Portfolio work, are ongoing. They continue from LC1. See the LC1 Project or the Learning Cycle Calendar for details.

This Learning Cycle, each of BMGN, MATH and ITEC will assess your individual vocational skills in an invigilated assessment. Late students will not be admitted to assessments as per HCT rules.
ENGL writing, listening and reading assessments follow the same format as LC1. Your Vocabulary assessment this learning cycle will be an interview where you discuss your vocabulary.

English 124 / 125	BGMN 100	MATH 100	ITEC 100
Speaking / Presentation – 5%	Research Presentation – 30%	Research / Statistics Presentation – 20%	
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Reading Assessment 2 - 10%	Bazaar Report – 20%	Bazaar Report 20%	
Writing Assessment 1 - 10%		EFolio – 10%	E Folio Dreamweaver – 30%
Writing Assessment 2 - 10%	Assessment – 20%	Assessment 1 – 25%	Assessment – MS Access 30%
Writing Assessment 3 - 10%		Assessment 2 – 25%	
Reading portfolio (BbVista)			
Research Portfolio – 3 parts - 10%			
Listening 1 – 10%			
Listening 2 – 10%			
Viva – 5%			
100%	100%	100%	100%

Note: See the HD1 Sharepoint site for all weightings and assessment due dates.

DWC Bazaar Project Learning tasks

LT 22 Writing 2: Problem Solving — ENGL — IND

In the classroom: Your ENGL teacher will help you to develop your skill at using the language of description and evaluation.

For the Project: You will be asked to write about problems encountered and solved.

Assessment Criteria - Writing 2 — 10% Individual

To see how you will be assessed for this Learning Task, please go to Appendix 12 , the Writing Band Descriptor.

LT 03 BbVista — ENGL / BMGN / ITEC — IND

You will continue to complete BbVista Quizzes regularly until week 16. See the LC1 Project for details of assessment.

Assessment Weight and Criteria for ITEC — ITEC — 30% Individual

Self-Management and Independent Learning

You worked independently and submitted work on time.

More than 3 deadlines missed.	No more than 3 deadlines missed.	No more than 2 deadlines missed.	Timeline followed completely.
1	2	3 4	5

Vocational Competencies

You applied and understood the assigned features of MSOffice, HTML etc.

Little or no knowledge of the feature or concept is demonstrated.	Some knowledge of the feature or concept is demonstrated.	Adequate knowledge of the feature or concept is demonstrated.	Excellent knowledge of the feature or concept is demonstrated.
1 2	3 4 5	6 7 8	9 10

LT 04 Assignments — ITEC — IND

You complete your final assignment - the report template - during this Learning Cycle. Open this template and use it to complete your Bazaar report for business and math.

Assessment Criteria for ITEC

Self-Management and Independent Learning

You worked independently and submitted work on time.

More than 3 deadlines missed.	No more than 3 deadlines missed.	No more than 2 deadlines missed.	Timeline followed completely.
1	2	3 4	5

Vocational Competencies

You applied and understood the assigned software features.

Little or no knowledge of the feature or concept is demonstrated.	Some knowledge of the feature or concept is demonstrated.	Adequate knowledge of the feature or concept is demonstrated.	Excellent knowledge of the feature or concept is demonstrated.
1 2	3 4 5	6 7 8	9 10

LT 05 Reading Portfolio (online) ENGL Individual

Compile your reading portfolio and hand it in by the due date. For details, see the Project Appendices.

LT 06 Research Portfolio ENGL Individual

Submit your completed research portfolio by the due date.

LT 08 Summaries3 and 4 BMGN Individual

Upload these to Safe Assign to check your work does not contain any plagiarized material. Next, upload to BbVista by the due date. Your summaries form part of your Assignments grade in business.

LT 09 E Folio Tasks MATH Individual

This Learning Cycle, you will continue to save your Math practice and homework in folders on your laptop. Keep all the following work:

All demo work done in class.
All homework exercises assigned.
A copy of your part of the project.
Copies of your tests learning Cycle Calendar

Now, you will shift your files into an E Folio. See the Learning Cycle calendar on Sharepoint for due dates.

Assessment Criteria – Math E Folio

You completed all the work assigned by your teacher (class work, exercises, examples)
You included a copy of each assessment and project done in the semester.

More than two items missing, incomplete , below standard work	All but one or two items completed to standard	All work completed as requested
0 1 2	3 4	5

Your website(e folio) should work properly and efficiently to demonstrate your math skills

Poor design, incorrect links, poor display of math skills.	Minor errors e.g.some links were not working properly.	Excellent, creative, easy to navigate website showing math skills. Wow
0 1 2	3 4	5

LT 23 A - Work in the Bazaar Bank BGMN Group

In the classroom: Your business teachers will help you learn the concepts of marketing, management and accounting, making use of your course book, textbook and online resources.

For the Bazaar Project: Your group is responsible for one Branch of the Bank. At this time, you need to **plan** your marketing strategy for your branch, especially your Promotion strategy. Who makes up your target market? How will you reach your target market? How will you give information sessions to Foundation students and visitors about the Dhows? be sure to include customer service. Think about your place strategy including your distribution channels. How will you be sure that all people and vendors are using the Dhows?

You need to organize your branch for staffing and control purposes. You need to plan your leadership. As well, it might be useful to get a copy of previous years' Branch Reports and read them thoroughly. This gives you background information to consider when analyzing the Bank activity and in planning this year's report.

As well, at this time, the Year 3 students and Mr Phillip will explain your duties during the Bazaar. They will offer training and practice sessions. Year 3 students will be the Branch manager, responsible for training and oversight.

You may need to design forms to **control** your data.

During the Bazaar, you carry out your assigned duties. Your branch will be audited by HD1 students and / or teachers. Your Year 3 managers will evaluate you using a given evaluation form.

You will write a report that links the Bazaar BANK to your learning.

LT 23 B - Bazaar Bank Report: Collect Data — MATH — Group

For the project: You will plan to collect numerical data about the Bank Branch you are assigned to so you will be able to do a statistical analysis of this Branch.

You will be given an MS Excel spreadsheet(s) to keep track of relevant data such as shifts, cash over and under, shift and daily totals by transaction, by branch and by total amount of Dhows exchanged and / or any other data you think will be useful.

During all 3 days of the Bazaar, you will use this spreadsheet(s) to keep track of data in your branch.

LT 23C - Bazaar Report - BANK — BGMN — Group

In the classroom: You have researched the concepts of marketing, management and accounting, making use of your course book, textbook and other resources

For the Project: For the report, you **analyze** your DWC Bazaar Bank Branch's marketing and accounting activities.

You should start your analysis from Week 12 and continue until the last hour of the DWC Bazaar. Examples of information you could look at include:

1. Marketing – Promotion, including information sessions about the use of Dhows, Distribution, Customer Service, including how you dealt with businesses who did NOT use the Dhows, Customer feedback
2. Finance and Accounting– amounts of Dhows and Dirhams exchanged (sales), number of transactions, Cash over and short (under) per student, per shift, per day, per Bazaar (See Math section)

You present this information through a report, in HD1 format. Referencing must follow MLA format.

You should include your math findings to support some business recommendations.

Here is a sample of the report Table of Contents. Follow the order exactly.

Table of Contents

Submission: Length is 1500 to 2500 words. Be sure to include the word count. Submit the report unbound on paper with an electronic copy uploaded first to Safe Assign, then to BbVista as requested by your teacher.

Assessment criteria: Bazaar Report **BGMN**

Names and IDs: _____ Section No: _____

Your group analysed Promotion

Minimal effort shown	Attempt to describe activities. Missing examples or evidence. Unclear explanation.	Adequate description of activities with some link to theory.	Examples, evidence and clear explanation of how you promoted the use of Dhows in your branch
1	2	3	4

Your group analysed Promotion campaign results, Customer Service or Place

Minimal effort shown	Attempt to describe activities. Missing examples or evidence. Unclear explanation.	Adequate description of activities with some link to theory.	Examples, evidence and clear explanation of how well customers and vendors near your branch understood and complied with the marketing message.
1	2	3	4

Your group analysed Accounting

Incomplete data Poor format, math errors, poor analysis	Major error in math, missing data	Adequate analysis minor errors eg format, math, analysis.	Format is correct – Full results given Math is correct Explanation of results makes sense.
0-2-3-4	4 – 5	6-7-8	9 - 10

Your report follows HD1 format and was submitted to Safe Assign, then Assignments.

	Minor errors	Title page correct

	Incorrect submission	Table of Contents correct MLA citations used References are correct Spacing, font, margins OK Header and footer correct Word count given Unbound on plain white paper – no plastic covers
0	1	2

LT 24 Bazaar Report: Statistics Section — MATH — Group

Before the Bazaar, you prepared MS Excel spreadsheet(s) to keep track of relevant data e.g. the shifts, monies in and out and totals, per student, per branch etc. Use these to record data for all 3 days of the Bazaar. Show the activity in your branch. All groups must share the branch information to compute the totals overall.

Next, you analyze the data you collected. For example, determine whether the bank met its marketing targets. (How much money was donated to charity?) As well, using the data from previous years, you could do a trend analysis.

Examples of the minimum data set for each person (Tables and Charts) follow.

Day	Staff Name ID and section	Treasury Out Amount in Dhows	Treasury In (Dhs and Dhows)	Total Dhows exchanged (Sales Record)	Dhs Exchanged	Balance yes / no	Over / Under Amount	Total # Transactions	Avg # transactions per person
Shift Time									
Total for shift person 1 etc									
Person 2									

Charts:

1. Dhows Total Sales (amount) per student

2. Dhows Total sales per shift, per day
3. Dhows total sales per branch, all branches. (You will need to share branch data)
4. Transactions (Number) per student, per shift, per day, per Bazaar
5. Averages
6. Cash over and cash short (under) per student, per shift, per day, per Branch, per Bazaar
7. Chart the peak sales by time, by day.
8. Total sales per branch, per day – all students
9. Total sales per shift, per day – all branches
10. Make a chart that compares the performance of each branch.
11. Compare this year's performance of each/all Branches

Analysis

As part of your analysis, compare the performance of the branches. For example, you should explain

12. Which student, shift, branch had the most sales?
13. Which student, shift, branch had the most transactions?
14. Which student, shift, branch had the most variance from balance?

For each chart or graph above, discuss and compare the data. Give reasons why, in your opinion, the data shows what it does.

Your Math Findings provide evidence which also support your business recommendations.

Place your Math analysis in your business report, in a section called, "Math Findings".

Notes: For each Table or chart, use Titles, Labels, Legends and consecutively numbered Captions. Below each Table or chart, give your analysis and recommendations in sentence form. You must include your original data, collected from the DWC Bazaar. Remember to use HD1 format.

Submission: For your Math teacher: Submit ONLY this section (and the Math Appendix) of your Bazaar report in hard copy and to Sharepoint, by the due date.

Assessment Criteria: Bazaar Report: Statistics Section

Your group used linear models to display business information in MSExcel LO 03

Little or no correct use of linear model, features and formulas		Minor errors in terms, computation, formulae, graphical display.	Correct terms, computation, formulae, graphical display. Error free.
1 2	3 4 5	6 7 8	9 10

Your analysis was clear, correct, and comprehensive. (GO 8.2 Numeracy)

Little or none of the analysis was clear and correct.	Some of the analysis was clear and correct. .	Adequate analysis, clear and correct.	Excellent, original, creative analysis –wow!
1 2	3 4 5	6 7 8	9 10

LT 25 – Listening 2 – Business Concepts Individual ENGL

In the classroom: You will practice and develop your listening skills.

Assessment Criteria: – Listening 2

The assessment will be based on the business concepts you are studying within the Learning Cycle, for example, marketing and accounting and cultural factors that affect international business. To pass this assessment you have to achieve a score of 60% or above.

LT 26 Reading 2– Business Concepts and Culture Individual ENGL

In the classroom: You will be reading texts about business concepts tied to the Learning Cycle including Marketing and Accounting in a global context. You will be doing exercises connected to these texts. You will also be learning more about "Critical Reading" and how to become more proficient in this area. You will also be exposed to readings of a more general nature.

For the project: You will be reading texts about how business can be done differently from culture-to-culture and about how business procedure differs globally. Then, you will practice dealing with customers of many Nationalities during the Bazaar.

Assessment Criteria: – Reading 2

This will be a "seen" assessment. To pass this assessment you have to achieve a score of 60% or above.

LT 07 - Vocabulary Learning - Viva ENGL Individual

In the classroom: You are encouraged to continue to maintain your vocabulary log from Learning Cycle 1.

To show that you are building your vocabulary and word building strategies, you will submit a total of 50 items from the AWL with collocations and examples collected from your own reading and research. See Sharepoint for the deadline to hand in your list.

At an agreed time, your teacher will pick 10 items at random from your list and ask you various questions to assess the extent of your vocabulary learning. See Appendix 6 in LC1 Project for the criteria.

LT 27 – MATH Assessment	Individual	MATH

In the classroom: Your teachers will introduce you to practice tasks to help you prepare for your assessment.

For the assessment: You are responsible for all the assigned material in your course and text books. See the Calendar for further details and timing.

LT 28 – MS Access - Assessment	Individual	ITEC

In the classroom: Your teachers will help with practice tasks to help you prepare for your assessment.

For the assessment: This will be an assessment of your MS Access skills. It will assess some of your Self Study topics over the whole semester as well as what you learned in the classroom.

LT 29 – Business Assessment	BMGN	Individual

For the assessment: This online assessment covers your learning over the whole semester. You are responsible for studying your BBVista notes, your text book, local newspapers and business magazines, class notes and handouts.

See Sharepoint calendar for further details and timings.

LT 30 - Writing 3

Personal Development and Learning | ENGL | Individual

You will compose a 200 word essay which reflects upon an aspect of your learning over the whole semester.

Think about **the whole process of learning** in semester 1, **not** just on one area. Think about all of Math, IT, Business and English, personal development, online learning and extra curricular learning.

Your essay will be assessed using the HCT Writing Band Descriptors in Appendix 12.

Appendix I

DWC: Career Majlis

HIGHER COLLEGES OF TECHNOLOGY
DUBAI WOMEN'S COLLEGE

Learning Cycle 2
08 - 09
DWC CAREER MAJLIS

Prepared for: HD1 Working students
Prepared by: HD1 Team Leaders
Date: 2 November, 2008

"This assignment is my own work:
The sources of all quotations, both direct and indirect, have been fully cited;
All material used in the preparation of this assignment has been acknowledged. This assignment has not been submitted for assessment in any other paper."

Signed by: HD1 Team Leaders

Table of Contents

Overview: Learning Cycle 2!

Congratulations! Most of you have achieved success in LC1 and are ready for the challenges of LC2. Well done! You have gained excellent team skills and practical skills. You've experienced a Dubai workplace. You've shown great determination to reach your learning and career goals.

All of you have identified goals and areas for improvement. All your teachers will help you move toward your goals as you develop language, numeracy, vocational and technology skills – core skills for your Higher Diploma.

Personal development / Self management
This learning cycle, you continue to have opportunities for learning outside of class. The Gym offers many programs. The Career Center offers job opportunities and scholarships. You will look at Program Choice ideas – do you prefer Business or IT as your Major? As well, there are many other opportunities, such as workshops and guest speakers each semester. Attend many of these events and record evidence of your learning in your E-Folio.

Your E Folio and Graduate Outcomes
You have finished your E-Folio in IT and can now add your files. Your portfolio work is a record of your learning that you will continue to add to until your graduation from Dubai Women's College.

Plagiarism
DWC is very serious about ethics. You have signed an agreement about plagiarism and must live up to your promise (See Appendix 2).

MLA Referencing
During the project you will need to use and quote information from written sources which are not your own. To do this, you need to cite (say where you got them from) the sources properly (See Appendix 3).

Supervisor and Advisors
You have met the HD1 Supervisor. You know your teacher / advisor who is helping you with academic issues. Remember, the counselors in Student Services can help with personal issues. Student Services, will help you with any health issues that may affect your learning. Contact them anytime – appointments are helpful, but not always necessary.

Naming Convention
All HD1 students must follow the same file naming convention for ALL work in ALL subjects (See Appendix 11).

Late penalty
DWC is very serious about time management. If an assignment is one day late, you will lose 10%. If it is two days late, you will lose 20%. After that, you will get 0 for the assignment. This includes weekends.

Exit Criteria for Semester 1
See your Student Handbook for details of Academic Standing Policies as explained to you in an HD1 assembly.

Assessments, Assessment Weights and Deadlines
Some of your assessments, such as your Self Study and Portfolio work, are ongoing. They continue from LC1. See the LC1 Project or the Learning Cycle Calendar for details.

This Learning Cycle, each of BMGN, MATH and ITEC will assess your individual vocational skills in an invigilated assessment. Late students will not be admitted to assessments as per HCT rules.

ENGL writing, listening and reading assessments follow the same format as LC1. Your Vocabulary assessment this learning cycle will be an interview where you discuss your vocabulary.

English 124 / 125	BGMN 100	MATH 100	ITEC 100
Speaking / Presentation – 5%	Research Presentation – 30%	Research / Statistics Presentation – 20%	
BbVista – 10%	BbVista – 20%		BbVista - 30%
Reading Assessment 1 - 10%	Assignments – 10%		Assignments – 10%
Reading Assessment 2 - 10%	Bazaar Report – 20%	Bazaar Report 20%	
Writing Assessment 1 - 10%		EFolio – 10%	E Folio Dreamweaver – 30%
Writing Assessment 2 - 10%	Assessment – 20%	Assessment 1 – 25%	Assessment – MS Access

			30%
Writing Assessment 3 - 10%		Assessment 2 – 25%	
Reading portfolio (BbVista)			
Research Portfolio – 3 parts - 10%			
Listening 1 – 10%			
Listening 2 – 10%			
Viva – 5%			
100%	100%	100%	100%

Note: See the HD1 Sharepoint site for all weightings and assessment due dates.

DWC Career Majlis

How can students use business, communication, I.T., and math skills to evaluate business operations at the DWC Bazaar?

Introduction

The primary purpose of this project is to help you to make a connection between what you learn in your courses and a "real world" situation, the DWC Career Majlis. The Bazaar will help you understand how your HD1 skills are used in a non profit service.

The Career Center wants to provide a service to Bazaar visitors. The Career Center wants to give information about services available to students and their families. For example, they want to explain the value and importance of documents including CV's and cover letters. They will also discuss job interviews and work placement. The Career center is excited about facilitating students and families, leading discussions about the realities of the workplace. Many students and their families do not understand these ideas.

As working students, you have a unique perspective of the work place. In this Project, you will share your understanding of work skills and issues with your "sisters".

You will provide a valuable service, working together with the DWC Career Center.

First, you will work with the staff in the Career Center to determine the marketing message and Total Product Offer for your nonprofit service.

You will then market the Career Majlis to students and their families - visitors to the Dubai Women's College Bazaar. As part of the marketing effort, you will provide information to

Diploma and Higher Diploma Foundations students and families, so they know about the service.

During the Bazaar, you will work in the majlis. You will observe, audit, analyze and evaluate the service during your shifts / chosen task. You will look at the areas of marketing and accounting. The Career Center staff will evaluate your performance during the Bazaar. You will present your findings in a written report, in HD1 format, using the formatting skills you developed in ITEC.

You will also patrol the Bazaar as part of the security team. This gives you an opportunity to use word of mouth promotion to persuade people to come to the Career Majlis.

As working students, you will prepare a career earnings projection and monthly/yearly budget. You will explain this information to visitors in your booth. As part of this budget analysis and projection, you will use MSExcel to collect and display numerical and statistical data. You will present this work in the Math section of your business report.

In addition to the above MSWord and MSExcel skills, you will learn MSAccess skills in the classroom and independently, using Bb Vista.

You need to plan and organize your time. Keep track of your activities throughout the learning cycle. Place the evidence of your skills and individual contribution to these activities in your E Folio, developed in ITEC

Throughout the learning cycle, you will work on developing your English reading, writing, listening, speaking and vocabulary skills. You will focus on business concepts, such as communicating with customers, problem-solving and critical thinking and business culture. You will also complete a reflection of your learning covering both the Learning Cycles. As well, you will complete your Vocabulary Viva.

(Cont'd next page).

In summary, you will learn to

Work in a public service
Think critically
Work in teams
Analyse and evaluate a business – marketing, management and accounting areas
Apply numerical analytical tools to solve business problems
Analyze and communicate math concepts with confidence
Learn MS Access skills independently
Use an integrated web based portfolio to organize all your work
Read, write, listen and speak, in English, about all your Project Tasks

Addendum
LT 14
You were unable to complete one summary in LC1, so you will make up this work in LC2.

You will patrol the Bazaar as part of the security team. After the Bazaar, you will use the six hats and draw a poster (A3) or write a 250 word summary on a problem(s) encountered (black hat) and solved. Use other hats as needed. Upload your work to Safe Assign, then Assignments, by the due date.

DWC Bazaar Project Learning tasks

LT 22 Writing 2: Problem Solving ENGL IND

In the classroom: Your ENGL teacher will help you to develop your skill at using the language of description and evaluation.

For the Project: You will be asked to write about problems encountered and solved.

Assessment Criteria - Writing 2 10% Individual

To see how you will be assessed for this Learning Task, please go to Appendix 12 , the Writing Band Descriptors.

LT 03 BbVista ENGL / BMGN / ITEC IND

You will continue to complete BbVista Quizzes regularly until week 16. See the LC1 Project for details of assessment.

Assessment Weight and Criteria for ITEC ITEC 30% Individual

Self-Management and Independent Learning

You worked independently and submitted work on time.

More than 3 deadlines missed.	No more than 3 deadlines missed.	No more than 2 deadlines missed.	Timeline followed completely.
1	2	3 4	5

Vocational Competencies

You applied and understood the assigned features of MSOffice, HTML etc.

Little or no knowledge of the feature or concept is demonstrated.	Some knowledge of the feature or concept is demonstrated.	Adequate knowledge of the feature or concept is demonstrated.	Excellent knowledge of the feature or concept is demonstrated.
1 2	3 4 5	6 7 8	9 10

LT 04 Assignments ITEC IND

You complete your final assignment - the report template - during this Learning Cycle. Open this template and use it to complete your Bazaar report for business and math.

Assessment Criteria for ITEC

Self-Management and Independent Learning

You worked independently and submitted work on time.

More than 3 deadlines missed.	No more than 3 deadlines missed.	No more than 2 deadlines missed.	Timeline followed completely.
1	2	3 4	5

Vocational Competencies

You applied and understood the assigned software features.

Little or no knowledge of the feature or concept is demonstrated.	Some knowledge of the feature or concept is demonstrated.	Adequate knowledge of the feature or concept is demonstrated.	Excellent knowledge of the feature or concept is demonstrated.
1 2	3 4 5	6 7 8	9 10

LT 05 Reading Portfolio (online) ENGL Individual

Compile your reading portfolio and hand it in by the due date. For details, see the Project Appendices.

LT 06 Research Portfolio ENGL Individual

Submit your completed research portfolio by the due date.

LT 08 Summaries 3 and 4 BMGN Individual

Upload these to Safe Assign to check your work does not contain any plagiarized material. Next, upload to BbVista by the due date. Your summaries form part of your Assignments grade in business.

LT 09 E Folio Tasks MATH Individual

This Learning Cycle, you will continue to save your Math practice and homework in folders on your laptop. Keep all the following work:

All demo work done in class.
All homework exercises assigned.
A copy of your part of the project.
Copies of your tests learning Cycle Calendar

Now, you will shift your files into an E Folio. See the Learning Cycle calendar on Sharepoint for due dates.

Assessment Criteria – Math E Folio

You completed all the work assigned by your teacher (class work, exercises, examples)
You included a copy of each assessment and project done in the semester.

More than two items missing, incomplete , below standard work	All but one or two items completed to standard	All work completed as requested
0 1 2	3 4	5

Your website(e folio) should work properly and efficiently to demonstrate your math skills

Poor design, incorrect links, poor display of math skills.	Minor errors e.g.some links were not working properly.	Excellent, creative, easy to navigate website showing math skills. Wow
0 1 2	3 4	5

LT 23 A : Work in the Career Majlis BGMN Group

In the classroom: Your business teachers will help you learn the concepts of marketing and accounting, making use of your textbook and online resources.

For the Bazaar Project: Your group is responsible for an **aspect** of the Career majlis service. At this time, you need to **plan** your marketing strategy for your task, especially your Promotion strategy. Who makes up your target market? How will you reach your target market? How will you give information to Diploma and Higher Diploma Foundation students and visitors about the majlis? How will you deliver customer service? Think about your place strategy including your distribution channels. How will you be sure that all people are aware of the career majlis?

You need to organize the majlis for staffing and control purposes. You need to plan your leadership.

As well, at this time, the Career Center staff will explain what they would like you to do to help them during the Bazaar. They will offer a training and practice session. Each section needs to decide upon a manager for the section. Each group needs a team leader.

During the Bazaar, you carry out your assigned duties. Your branch will be audited by HD1 students and / or teachers. Your Career Center managers will evaluate you using a given evaluation form.

You will write a report that links the Career majlis service to your learning.

You will work in two teams per section, covering two different shifts per team.

LT 23 B –Bazaar Bank Report: Collect Data MATH Group

For the project: You will prepare numerical data about career earnings and personal and family budgets and do a statistical analysis of this data.

You will be given the MS Excel spreadsheet(s) which you used in Foundations to create a budget. You will build on these skills, using real data from your own experience.

During all 3 days of the Bazaar, you will show this information to visitors to help give non working students and their families a realistic idea of earnings and expenditures they can expect as working women both during summer work and after graduation.

LT 23C - Bazaar Report – Career Majlis BGMN Group

In the classroom: You have researched the concepts of marketing and accounting, making use of your textbook and other resources
For the Project: For the report, you **analyze** your marketing activities.

You should start your analysis from Week 12 and continue until the last hour of the DWC Bazaar. Examples of information you could look at include:

Marketing – Promotion, including information sessions to prospective clients. Distribution. Customer Service. Quantitative analysis of Customer feedback such as how many visitors were seen 1 to 1, per student / staff, per shift, per day, per Bazaar. Qualitative analysis of comments.

Finance and Accounting–
For math, you prepared numerical data about career earnings and personal and family budgets and displayed these graphically in a creative and eye catching way.

During all 3 days of the Bazaar, you will show this information to visitors to help give non working students and their families a realistic idea of earnings and expenditures they can expect as working women both during summer work and after graduation.

You present this information to both math and business teachers in a report, in HD1 format. Referencing must follow MLA format. Here is a sample of the report Table of Contents. Follow the order exactly.

Table of Contents

Introduction **Page 1**

Part 1: Marketing:

Promotion

Product/Service

Place **Page ..**

Campaign results: e.g. number of visitors

Part 2: Accounting (Math)

Budget

Career Projection

Tables and graphs, Analysis **Page ..**

References

Submission: Length is 1500 to 2500 words. Be sure to include the word count. Submit the report unbound on paper with an electronic copy uploaded first to Safe Assign, then to BbVista as requested by your teacher.

Assessment criteria: Bazaar Report **BGMN**

Names and IDs: _____ Section No: _____

Your group analysed Promotion

Minimal effort shown	Attempt to describe activities. Missing examples or evidence. Unclear explanation.	Adequate description of activities with some analysis and link to theory.	Examples, evidence and clear explanation of how you promoted the majlis and how successful that promotion was, linked to business theory
1	2	3	4

Your group analysed Promotion campaign results, Customer Service or Place

Minimal effort shown	Attempt to describe activities. Missing examples or evidence. Unclear explanation.	Adequate description of activities with some link to theory.	Examples, evidence and clear explanation of how well customers and vendors near your branch understood and complied with the marketing message.
1	2	3	4

Your group prepared and analysed business information - career earnings projection and budget

Incomplete data Poor format, math errors, poor analysis	Major error in math, missing data	Adequate analysis minor errors eg format, math, analysis.	Format is correct – Full results given Math is correct Explanation of results makes sense.
	4 - 5	6-7-8	9 – 10

Your report follows HD1 format and was submitted to Safe Assign, then Assignments.

	Minor errors Incorrect submission	Title page correct Table of Contents correct MLA citations used References are correct Spacing, font, margins OK Header and footer correct Word count given Unbound on plain white paper – no plastic covers
0	1	2

LT 24 Bazaar Report: Statistics Section MATH Group

You have prepared numerical data about career earnings and personal and family budgets and do a statistical analysis of this data. You used the MS Excel spreadsheet(s) which you were given.

In the report, for each chart, graph and timeline above, discuss and compare the data. Give reasons why, in your opinion, the data shows what it does.

Your Math Findings provide evidence which also support your business recommendations.

Place your Math analysis in your business report, in the accounting section.

Notes: For each Table or chart, use Titles, Labels, Legends and consecutively numbered Captions. Below each Table or chart, give your analysis in sentence form. Remember to use HD1 format.

Submission: For your Math teacher: Submit ONLY this section (and the Math Appendix) of your Bazaar report in hard copy and to Sharepoint, by the due date.

Assessment Criteria: Bazaar Report: Statistics Section

Your group used linear models to display business information in MSExcel LO 03

Little or no correct use of linear model, features and formulas		Minor errors in terms, computation, formulae, graphical display.	Correct terms, computation, formulae, graphical display. Error free.
1 2	3 4 5	6 7 8	9 10

Your analysis was clear, correct, and comprehensive. (GO 8.2 Numeracy)

Little or none of the analysis was clear and correct.	Some of the analysis was clear and correct. .	Adequate analysis, clear and correct.	Excellent, original, creative analysis –wow!
1 2	3 4 5	6 7 8	9 10

LT 25 – Listening 2 – Business Concepts Individual ENGL

In the classroom: You will practice and develop your listening skills.

Assessment Criteria: – Listening 2

The assessment will be based on the business concepts you are studying within the Learning Cycle, for example, marketing and accounting and cultural factors that affect international business. To pass this assessment you have to achieve a score of 60% or above.

LT 26 Reading 2 – Business Concepts and Culture Individual ENGL

In the classroom: You will be reading texts about business concepts tied to the Learning Cycle including Marketing and Accounting in a global context. You will be doing exercises connected to these texts. You will also be learning more about "Critical Reading" and how to become more proficient in this area. You will also be exposed to readings of a more general nature.

For the project: You will be reading texts about how business can be done differently from culture-to-culture and about how business procedure differs globally. Then, you will practice dealing with customers of many Nationalities during the Bazaar.

Assessment Criteria: – Reading 2

This will be a "seen" assessment. To pass this assessment you have to achieve a score of 60% or above.

LT 07 - Vocabulary Learning - Viva — ENGL — Individual

In the classroom: You are encouraged to continue to maintain your vocabulary log from Learning Cycle 1.

To show that you are building your vocabulary and word building strategies, you will submit a total of 50 items from the AWL with collocations and examples collected from your own reading and research. See Sharepoint for the deadline to hand in your list.

At an agreed time, your teacher will pick 10 items at random from your list and ask you various questions to assess the extent of your vocabulary learning. See Appendix 6 in LC1 Project for the criteria.

LT 27 – MATH Assessment — Individual — MATH

In the classroom: Your teachers will introduce you to practice tasks to help you prepare for your assessment.

For the assessment: You are responsible for all the assigned material in your course and text books. See the Calendar for further details and timing.

LT 28 – MS Access - Assessment — Individual — ITEC

In the classroom: Your teachers will help with practice tasks to help you prepare for your assessment.

For the assessment: This will be an assessment of your MS Access skills. It will assess some of your Self Study topics over the whole semester as well as what you learned in the classroom.

LT 29 – Business Assessment — BMGN — Individual

For the assessment: This online assessment covers your learning over the whole semester. You are responsible for studying your BBVista notes, your text book, local newspapers and business magazines, class notes and handouts.

See Sharepoint calendar for further details and timings.

LT 30 - Writing 3

Personal Development and Learning | ENGL | Individual

You will compose a 200 word essay which reflects upon an aspect of your learning over the whole semester.

Think about **the whole process of learning** in semester 1, **not** just on one area. Think about all of Math, IT, Business and English, personal development, online learning and extra curricular learning.

Your essay will be assessed using the HCT Writing Band Descriptors in Appendix 12.

Appendix J

DWC: Current Issues Forum

HIGHER COLLEGES OF TECHNOLOGY
DUBAI WOMEN'S COLLEGE

Global Economic Crisis: the impact on my career and community.

How will issues in the current UAE and global economic climate affect me in my career and community? What management skills, understanding and attitudes do I have and what do I need for my career?

Semester 2 Learning Cycle 3
2008- 2009
Prepared for: HD1 students
Prepared by: HD1 Team Leaders
Date: January 2009

"This assignment is my own work: The sources of all quotations, both direct and indirect, have been fully cited. All material used in the preparation of this assignment has been acknowledged and this assignment has not been submitted for assessment in any other paper."
Signed by: ***HD1 Faculty and Supervisor***

Table of Contents

Introduction to Learning in Semester 2

The purpose of your DWC college education is to equip you with the abilities and skills to work in the international environment of the UAE, contributing to the development of your community for the good of all the people. (HCT Mission). This semester is about you and your learning. It is about your own self management skills and how you develop these for your career.

The Project will help you plan, organize and assess (control) your academic learning across the curriculum. You will use communication skills, think critically and solve problems, manage your own work and work in teams.

You will have opportunities, through primary research via interviews, through virtual international experiences and the Career Fair, to interact with the greater community. This will to help you become aware of possible jobs now and after graduation.

The goal of all HCT students is to achieve the Graduate Outcomes. (See Appendix 1) You achieve the Graduate Outcomes – by inputting effort, by processing ideas and by outputting work – throughout the semester. You work alone and in teams. Your assessments track, measure and provide evidence of your learning results. We ask you – through your technology tools such as the portal and BbVista – to check your own progress. Throughout the semester, you will use these and other tools to critically reflect on your learning, evaluating yourself and your team.

Project **Learning Tasks** (LT) are things that you do. They give you opportunities to learn new abilities and reflect on your own progress. The teacher is one of your resources – he/she offers you opportunities to learn and provides feedback on your progress. However, the responsibility to learn is yours.

This semester

Women in Dubai are taking their place at work in ever increasing numbers. Many DWC graduates have career paths that lead to management or self employment as entrepreneurs. Fifty eight percent of DWC graduates go to work within a year of graduating – the highest number of graduates in all HCT Women's Colleges. (HCT) This semester will prepare you to work by having you practice many skills through the learning tasks.

During this semester, you will conduct primary and secondary research as you look at current issues. You will look at yourself in relation to a career. You will choose your Program Major – Business, E Commerce or IT, including Software Engineering, IT Business, Database or Networking. You will put on the Current issues Forum, investigating issues such as the Global Financial Crisis and Green IT. Working students may investigate issues in their own workplace and invite their managers to attend. Later, you will write about issues in an English assessment.

Learning Outcomes from all Courses

Individually and in groups of 4, you will:

- learn in teams and individually
- present a plan
- write a report in HD1 format
- learn, practice management skills
- research a current issue and analyse its impact in the UAE and globally
- present research findings to a wide audience and answer in-depth questions on your topic
- use critical thinking and problem solving tools and algorithm design techniques
- use code to create software applications
- improve your skills in data manipulation using MS Excel
- see the impact of technology on learning
- practice business applications
- improve your competence in reading, writing, listening and speaking
- practice note taking
- present work in electronic portfolios as evidence of your progress

Learning about Management

This year, you have learned about the UAE business and economy. You observed, analyzed and applied your business knowledge to a DWC bazaar business or service. This semester, emphasis will be on your own management skills and styles. In English and Business classes, you will complete various exercises to **learn about yourself**. These include Personality Dimensions and Career Coach activities such as **values**, learning styles, **motivation**, leadership, team work and communication style

You will look at **management practices** in the UAE and globally. Working independently and in teams, you will look at the **impact of technology** on business planning, decision making, and control. Management practices – **planning**, **organizing**, **staffing**, **leading** and **controlling** - can be applied to any task – in every organization, every day. For example, your enthusiasm in gym shows your determination to gain **personal power**, to **lead** and to be in **control** of your physical performance - all necessary for great workers.

Learning about Issues

As an HD1 student, it is essential that you continue to develop and enhance your research skills. Therefore, you will be introduced to a research model called The Big 6 which is a well-known and widely-used approach to building information literacy skills. As a result, you will be able to define a research task before you begin your project and, with the aid of the library staff and your teachers, develop strategies on how to find and use a wide range of information, data and knowledge. By the time of the CIF, you will have applied this research data to your topic and will be ready to present it to a wide range of visitors in a variety of formats.

Learning about Technology

You use technology for learning in all your subjects. For **hard disk management**, you will practice file management using file types such as .exe, .docx, .xlsx, .pptx, .jpg, .avi, .wav. You will learn **flowcharting** and **pseudo code** including simple **algorithm design** using sequence, selection and repetition. You will use flowcharts as planning and organizing tools. For example, you will flowchart non-computing tasks such as a learning tasks, a field trip or your business Project. You will practice the ability to read a simple problem then come up with a solution in pseudo code. You will also learn a computer language. You will practice data types, sequence, selection and repetition. You will read a simple problem then implement a program using it.

Students in the IT Stream only
In ITEC classes, you work on improving your technology skills. As well, you will attend the women in IT Conference. You will increase your skill with **computer terminology and a programming language**. As part of **hardware** terminology, you will cover the concept of memory, RAM, hard drive and busses, in the classroom and using Bb Vista.
In the course Analytical Tools (ITEC 154), you will **use technology applications** which help managers to plan, organize, calculate, make decisions and therefore control business information. You will use technology tools to **predict** for the future.

You will learn spreadsheet skills, using MS Excel, by yourself and in teams. In the first few weeks, you will **customize** your toolbars and menus and create templates. You will also learn to create and use **If functions, formulas, conditional formatting** and **Lookup** functions. Then you will learn how to create tables and will look at **sorting, filters, outlining, subtotals, charting, pivot tables and pivot charts and macros.** All these help you - the business manager - to manage day to day work efficiently. You will work independently and in teams as you look at the impact of technology on decision making, planning and control. Place evidence of your new learning - from all your courses - in your E Folio. Be prepared to write about it in English.

Learning Language

During your English time, you will be working on various **listening, reading, writing and speaking** tasks that will not only support what you will be learning in your other classes, but

will provide you with opportunities to improve your competence in each of the skills areas. (See Appendices 5, 6 and 7). For example, your English teachers can help you experience the joy of reading for pleasure. You will discover and talk about yourself and about current issues. You will have the opportunity to enter the DWC Speech Competition, to show your critical thinking and speaking ability.

You will write reports (See Appendix 8) and extend your **information literacy skills**. You will be required to develop your information literacy skills using a wide range of authentic, reliable resources as you conduct both primary and secondary research. You will apply your research findings to your task having analysed and made conclusions about the relevance of the information you have discovered. You will improve your understanding of **MLA referencing** (See Appendix 3) as you practice **in text citations, summarizing and paraphrasing** skills. You will build your vocabulary using the Academic Word List (See Appendix 10) and your business vocabulary. You will document your progress in English reading, writing and vocabulary skills by portfolio. This will be checked on an ongoing basis.

Thinking Critically about your Learning

HRH Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of UAE, Ruler of Dubai has asked you to follow his vision in "wiping the sand from your eyes, raising your heads and looking out over the sea of challenges." (www.International Reports.net) To do this, you will need to learn to **think critically** about yourself, your learning, your career and issues that affect yourself, country and the globe. All your courses help you practice critical and creative thinking.

Plagiarism
DWC is very serious about ethics. You must sign an agreement about plagiarism in your first week in HD1. On each assignment, you must include the phrase, "This is my own work…" (See Appendix 2.)

In Text Citations
During the project you will need to use and quote information from written sources which are not your own. To do this, you need to cite the sources properly. (Appendix 3) You will also keep these citations in your E Folio. (See Appendix 4).

Naming Convention
All HD1 students must follow the same file naming convention for ALL work in ALL subjects. (See Appendix 11)

Project Timeline, Learning Assessments and Weights:
The Student Handbook gives information you need for your academic progress. The Sharepoint Calendar lists all Learning Tasks, Assessments, Assessment Weights and Due Dates. From this, students create their own Project Timeline, using planning tools such as flowcharts and spreadsheets. Students may also access their Profile on the HCT Portal, for a

personalized view of their course assessments, weights and timings, as well as faculty comments and other important information about the progress of their studies.

Assessments and Weights by Subject for Semester 2

ENG 174 / 175	BGMN 150	ITEC 150	ITEC 154
Speaking Assessment - Viva – 5%	Presentation: research for CIF– 30%		
BbVista – 10%	BbVista – 20%	BbVista – 30%	BbVista - 20%
	Assignments – 10% - Research -My management -Note taking	Assignments – on Programming 15%	Assignments – 10%
	Project: CIF – 20%	Project: flowchart 10%	Project: Business application, spreadsheet– 30%
Reading portfolio (BbVista)- 5% Writing Portfolio – 10%		Programming Project – logo 20%	E Folio 10%
Writing Assessment 1 - 10% Writing Assessment 2 - 10% Writing Assessment 3 - 10%	Assessment – 20%	Assessment – 25%	Assessment – 30%
Reading Assessment 1-10% Reading Assessment 2-10%			
Listening Assess. 1–10% Listening Assess. 2 – 10%			
100%	**100%**	**100%**	**100%**

Late penalty

DWC is very serious about time management. If you are late for any assessment, you cannot do the assessment, resulting in a "0" grade for that assessment. If an assignment is submitted up to one day late, you will lose 10%. If it is two days late, you will lose 20%. After that, you will get 0 for the assignment. This includes weekends. In exceptional circumstances, only a supervisor can extend a deadline.

Resources

Hossein, Ali. rev by Juman Tarazi Problem Solving and Algorithm Design Student Resource for ITEC 150 Abu Dhabi HCT 2007

Koc Ces "ITEC 154 Resources" DWC SharePoint Portal Dubai Dubai Women□s College 2007 Electronic

Nickels,WG. James McHugh & Susan McHugh **Understanding Business** 8th Ed New York McGraw Hill Irwin 2008

Robertson, Lesley Anne Simple Program Design, A Step-by-Step Approach, 4th Ed, Sydney Thomson Course Technology

LT 01 ALL SUBJECTS Understand the Project IND Week 1

In the first week of semester, each teacher will help you read and understand the Project document, as well as your assessment criteria for each subject. You will complete a reading comprehension on BbVista.

LT 02 ALL SUBJECTS Personality Dimensions IND Week 1

Learn about yourself and others in this workshop. Write a reflection on your "plaid" and upload it to BbVista in BMGN 150 by the due date. Each assignment contributes a mark towards your final grade.

LT 03 ALL SUBJECTS Set Up IND Week 1

Technology impacts how you plan and control your work. At the beginning of semester it is important that you set up your technology tools.

Back up tools – back up your semester 1 work.

MSOffice: set up your options, page and report templates.

MSWindowsVista: check your settings, folders and file names (See Appendix 11)

DREAMWEAVER – update your e folio.

Your ITEC teachers will check your technology tools this week. Your name must be present as author on all your software. Every time you re-ghost, you need a back up from which to restore your work.

LT 04 ALL SUBJECTS Plan your work IND Week 1

You have already learned how to use technology in all your subjects to become more efficient. Now, you apply these skills to help you get organized for the new semester.

Templates: Reading and Writing portfolio, vocabulary log.

Desktop shortcuts and Favorites: Create your short cuts to to BbVista, Sharepoint, NoodleBib and the library

MS Outlook and Mobile phone technologies: Add Calendar Items, Tasks and update Contacts.

Set up your self study schedule –

Your Business and English teachers will check your work this week.

LT 00 ALL SUBJECTS Form your Groups GRP Week 2

Your English and business teachers will place you in project groups. You will stay with this group for your projects throughout the whole semester. You must learn to work with your group, through good times and difficult times. The best groups have a mix of abilities and personalities.

Once you are in your group, discuss your group strengths and what goals you share to improve your performance. What do you bring to the group? Use the Career Coach and Personality Dimensions' result to describe yourself. There is strength in numbers…learn to appreciate everyone's strengths.

LT 05 ALL SUBJECTS BbVista Self Study IND ongoing

Online learning: You have online learning readings and quizzes to submit regularly. Independent learning, with small tasks, finished within strict deadlines, is a proven method to help your time management as well as your overall understanding of course material. Quizzes will NOT reopen at the end of semester. See the Assessment Weights to determine grade and weights in each course.

LT 00 ALLSUBJECTS Assignments IND ongoing

You have learning assignments, some online, some not, to submit regularly. Independent learning, with small tasks, finished within strict deadlines, is a proven method to help your time management as well as your overall understanding of course material. Assignment marks and deadlines are determined by your classroom teacher. See the Assessment Weights to determine grade and weights in each course.

LT 06 ITEC 150 MSAccess Reports and Forms IND Week 2

You will continue the MSAccess learning from semester 1 as you practice creating and working with forms and reports. You will upload this assignment to BbVista by the due date and time. See the Assessment Weights to determine grade and weights in each course.

LT 07 ITEC 154 E Folio IND Week 2

You continue your portfolio work from semester 1. In ITEC 154, you will add your ongoing work to the Dreamweaver e folio under the ITEC 154 course tab

LT 08 ITEC 150 Programming Assignments IND Week 3

Assignments are programs and homework assignments which enhance your understanding of fundamental programming concepts delivered in the classrooms. Just like in the workplace, you will be assessed on whether you submitted your work on time, or not and whether the quality of the work is satisfactory, or not.

Submission: Complete these tasks on BbVista and upload your tasks to the Assignments folder.

Assessment criteria for LT8

Self – management (GO 5)
You worked independently and submitted work on time.

More than 3 deadlines missed.	No more than 3 deadlines missed.	No more than 2 deadlines missed.	Timeline followed completely.
1	2	3 4	5

Vocational Competencies (GO 7)
You applied and understood the use of a programming language. (LO4)

Little or no knowledge of the feature or concept is demonstrated.	Some knowledge of the feature or concept is demonstrated.	Adequate knowledge of the feature or concept is demonstrated.	Excellent knowledge of the feature or concept is demonstrated.
1 2 3	4 5 6 7 8	9 10 11 12	13 14 15

LT 09 ENGL Reading Portfolio (online) IND Week 3

Reading helps learning because it opens up a world of ideas, art and information.

You will select eight articles from a variety of media sources and complete a reading response sheet for each article using the appropriate template. Your will focus on understanding different perspectives.

You will continue to correctly reference each article, using the MLA guidelines in Appendix 3. Throughout the semester, you will learn and practice correct MLA referencing model to help you with all your subjects.

You will compile a Silent Sustained Reading log (SSR log) which will record the reading you are doing for pleasure or further independent study. This is an individual task.

Finally, you will write a reflection on your reading experience over the semester. This will complete your reading portfolio. (**See Appendix 7.**)

LT 10 ENGL	Writing Portfolio	IND	Week 3

Over the course of the semester, you will work on improving your writing skills. Starting with Writing Assessment 3 from Semester 1, you will discuss your errors and problem areas with your English teacher. As an independent learner, you will then work on correcting these errors and you will rewrite your essay. This will require research and the use of a range of tools such as the Vocabulary Profiler and will enable you to develop an understanding of how written texts are created and improved.

You will repeat the process described above for Writing Assessments 1 and 2 of Semester 2 so that your portfolio will consist of 3 Writing Assessments, their corrections and their redrafting.

Finally, you will reflect on how this process has helped you progress as a writer of English.

LT 11 BMGN/ENGL	Information Literacy	Week 3

Once you have been given your topic to research for the CIF, you will need to begin the research process. At DWC, we are introducing the "Big6 Model" of learning Information Literacy, which you will be shown by the librarians.

The Big 6 Model: Step 1 – Task Definition

Make sure you understand the topic and what it is asking. Remember that your topic is your issue. Key questions to ask are:

What do I already know about this topic?

What do I **not** know about this topic?

What are some of the main issues or problems around this topic?

Which of these issues do I want to learn more about?

Think about and write down "key words" that might help you later.

Step 2: Look for Sources of Information

What information will you need? Where will you get it? Your business teachers and the librarians have already selected some information sources for you to use in your search. (See Appendix 6 and 9.) Use a database such as Proquest, Zawya, or UAE Interact. Use periodicals such as Arabian Business or newspapers.

Step 3: Use your sources to access information

Practice your information literacy skills such as

using an index,

using a search feature such as keyword search on a search engine or a database

You will need to know some key words about your issue in order to get to relevant articles.

It is recommended that you talk to business people about the issue. Go and see them. You could interview people at the career fair. You could ask your family for their perspective.

Keep a record of any verbal research findings in just the same way as you keep notes from your written research findings. Remember to include any interviews in your references.

Step 4: Use the information that you found

You need to read, hear or view the information that you found in each source. Then, you will use your skimming and scanning skills and take notes from the information.

At this time, be sure to **write down the citation information** for every resource you use. It is a good idea to develop useful research habits such as keeping this information somewhere safe such as NoodleTools. This will help you make your works cited page / slide later. It will also help you find the source again. Your business teacher has a research log template that you may want to use to do this. Remember to **respect copyright** and avoid plagiarism. Be careful to reference all your sources.

By now, you have completed your research for one article. Your business teacher wants to see what you've done, to be sure you are "on the right track." (See LT 14)

Talk with your group about what you have found. Compare your notes with other group members.

Step 5 Put it all together - synthesis

Synthesize your information by organizing it all. You've read all about your issue and need to think and talk about what you have learned. Look at all your information and put it together into one place. Delete any research that you have found which is not on the topic.

Ask yourself if you have answered all the questions needed about the issue and its impact globally, regionally and individually. Check for information gaps.

Do more research to improve your weak areas.

Now, you are ready to start preparation for the research presentation.

LT 12 ITEC 150 Plan your Learning - Flowchart IND Week 6

You will practice making **flow charts**. You will use them to help plan every day tasks, such as your learning tasks, your interview, a field trip or Project. You will create a flowchart that demonstrates your skill in graphical representation of a business planning problem. It should show a **logical progression**. Use the flowchart symbols and the control structures they represent. Be prepared to reflect on your learning progress, using this flowchart, at any time. Include the flowchart in your EFolio under ITEC 150.

Assessment Criteria for Plan your Learning Flowchart

You used input, process and output charts correctly (LO 01)

Little or no knowledge of flowcharting is demonstrated	Some knowledge of flowcharting symbols is demonstrated	Good knowledge of flowcharting symbols is demonstrated	Excellent knowledge of flowcharting symbols is demonstrated
1 2	3	4	5

You designed a solution involving sequence selection and iteration to solve a business problem(LO 2)

Little or no logic shown	Needs improvement	Adequate	Logic order apparent. Well thought out solution shows superior problem solving and decision making. Clear presentation of information.
1 2	3 4 5	6 7 8	9 10

LT 13 ENGL Writing 1 IND Week 6

You will develop your general writing and grammar skills by using text books and other useful resources.

For the assessment: You will be asked to write about an aspect of information literacy and how it is connected to your studies.

Assessment Criteria

To see how you will be assessed, please go to the Writing Band Descriptors in Appendix 12.

LT14 BMGN Assignment: Individual Research IND ongoing

You have finished some research, using the Big 6 steps from 1 to 4. You found an article and took notes. Now, use the information that you found. Write the main ideas from the article, including issue, perspectives and impact. Include the article.

Upload the article to Safe Assign to check for plagiarism. Upload your research to BbVista. Each assignment contributes a mark towards your final grade.

LT 15 ENGL Listening -1 IND Week 8

Your ENGL teacher will help you to focus on the skills needed to conduct an interview successfully.

You will explore the language needed to carry out the Project task, for example, how to make contact, by email, fax or phone, how to open and close the interview. You will practice asking questions for your interview. You will research the different steps that need to be taken when interviewing a professional.

Assessment criteria

The listening assessment covers career interview techniques. You will be asked to listen to speakers and answer questions about what they say. To pass this assessment you must get 60% or more.

LT 16 ENGL Reading 1 IND Week 8

You will be reading about health, safety and fitness in the work place.

For the assessment: You will answer questions about this **unseen** reading. To pass, you must get 60% or more.

LT 17 ITEC 150 Programming Project GROUP Week 8

In the classroom: You will work on a programming project where you will apply the knowledge that you have gained throughout the semester. Some instructional material will be online.

Submission: HD1 format, hard copy to the teacher and soft copy to Sharepoint / BbVista.

Assessment criteria

GO 7 Vocational Competencies

Appropriate control (sequence, repetition and selection) structures are used

No or few control structures used						Appropriate control structures used			
0	1 6	2	3	4	5	7	8	9	10

Naming of variables

Poor naming of variables		Few variables are named appropriately		Excellent naming of variables	
0	1	2	3	4	5

Comments

No comments are used		Comments not consistently used		Comments consistently used	
0	1	2	3	4	5

Program structure

Block indentation is not used		Some block indentation is used		Consistent use of block indentation	
0	1	2	3	4	5

Procedures developed

None or few procedures developed				Appropriate procedures developed	
0	1	2	3	4	5

Program correctness (logic)

Program does not run or has many runtime errors			Program runs with some runtime errors			Program runs successfully		
0	1 3	2	4	5 7	6	8	9	10

LT 00 ALL SUBJECTS Career Fair IND Week 9

All HD1 students attend this special event. You will go to different activities and lectures and closely examine many different companies, discussing employment possibilities. See Sharepoint Calendar for details. Later, you will be asked to write and explain what you learned at Career Fair.

Question these things as you attend the Career Fair:

- What about technology and / or business as a career?
- What companies are impressive? Why?
- What can you learn about starting your own business?
- Which workshop helped you learn the most about a career? Why?
- What are the current issues affecting these companies? How?
- What IT, language or business skills are these companies looking for in a potential employee?
- Will these companies offer summer or part time employment to me?

LT 18 BGMN 150 Management profile IND Week 9

Guided by your teacher, you will study **management**. You will complete exercises and quizzes using BbVista, to practice applying your management **skills**. You will explore your **personality**, knowledge, skills, **attitudes, values** and **leadership** styles. In addition, you will look at the **roles and functions** in your team. You will look at how your group organizes itself. You will use **technology** for decision making, control and planning.

Then, you will design a ONE PAGE creative profile of yourself. Apply management theory as you picture yourself. Include a part about how you see yourself in relation to your group. Print a copy for the class bulletin board and upload the soft copy to BbVista by the due date and time.

Assessment criteria

GO 7 Vocational Competencies
You displayed your management characteristics, skills, attitudes, values, roles, functions, and leadership styles with specific examples, using correct business vocabulary and theory. (LO1, 3)

No or poor display, minimal examples and / or application of theory.	Display is given, but may be missing or incorrect examples, theory or vocabulary	Comprehensive display with specific examples, business theory and vocabulary.	Exceptional work
0	1	3	5

Weight: 4%

LT 19 ITEC 154 Assessment IND Week 10

You will complete this online assessment as instructed by your teacher. It will cover all the course goals covered to date.

Bring laptop, power cable, network cable to the assessment. You are reminded that you may only have the assessment file open during an assessment. After the assessment, you close your laptop and stay offline until all students in HD1 have completed the assessment.

LT 00 Program Choice

You have gathered information from the Career Center , your portal, student handbook assemblies and the HCT catalogue, to complete your Program Choice for Year 2.

LT 21 ENGL Writing 2: Careers IND Week 12

You will develop your general writing and grammar skills.

For the assessment: In this assessment, you will write about Careers and/or the Career Fair. You will be asked to write and explain what you learned during your visit. Attend all the booths and seminars in your schedule. Take notes to help you with this writing task.

Assessment Criteria

To see how you will be assessed for this, please go to the Writing Band Descriptors in Appendix 12.

LT 20 BMGN 150 Research Presentation GRP / IND Week 12

You will be randomly given an issue to research. Find recent articles from the **approved** resources lists on MSSharepoint. (See Appendices 9 and 13) All other sources MUST be approved by your business teacher. Use the Big 6 steps for research.

Each student in the group must deliver an overview of two articles, explaining the main ideas and perspectives, but using her own words, not reading an article. The entire group will cover many perspectives of the issue. Overall, the group should consider these key questions

- What is the issue? Who does it affect?
- What are the perspectives around the issue?
- What is the impact of the issue globally, regionally and individually? (Consider past, present, future)

Each student must be able to answer questions about the article and defend her information. Each student will include a printout of her articles (which will be used later at the CIF).

Total: 5 to 7 minutes per person, with 3 to 5 minutes for questioning.

Together, all the students will put their information into an MSPowerpoint presentation to be used as a visual reference for the audience. Include a brief overview of <u>each</u> article on <u>one</u> Powerpoint slide. Be sure to include a final slide with full MLA referencing of all works cited by all members of the group. Upload the presentation to BbVista before the due date and time.

Presentations will take place according to the schedule set by your business teacher.

Assessment Criteria

You found reliable information, from a minimum of two <u>approved</u> sources, from a wide range of sources, which critically examined a current issue in management (LO 2). ***IND 10%***

Little or no information literacy, skills shown.		Used 2 resources short, weak resources or limited range			Adequate information literacy, shown Used 2 resources, wide range, good depth			Comprehensive information literacy shown More extensive resources than required, wide range, in depth analysis
1	2	3	4	5	6	7	8	9 10

Deduct one mark for each article if any of the following are incorrect:

Correct referencing _____ Approved source_____ Depth of article _____

You showed your understanding of the issue and its perspectives. You explained key information, considering global, regional and local examples. You communicated by using your own words and by answering probing questions in English ***IND 10%***

Clearly demonstrated:
Issue(s) -
Perspectives e.g. **ethical**, employee, family, **business environment**
Global examples
Regional examples
Local examples.
Used own words – not memorized and not mainly quoted material
Clear English.
Economy and business vocabulary used correctly
Answered 1st probing questions in depth.
Answered 2nd probing questions in depth.
Total _____ / 10

Your group prepared a PPT presentation with work from all members, well organized, displayed and delivered in a timely and interesting manner. ***GROUP 10%***

All members completed two articles	Cover slide, Organized slides Same template used by all	Within time Creative and interesting PPT	Every article correctly referenced on the Works Cited slide.
2 marks	2 marks	2 marks	4 marks

Group mark: _____ /10 Total _____ /30 marks Weight 30%

LT 22 ALL ITEC IT Conference IND Week 12

All students attend this informative conference at Dubai Men's College. You may use the information in your business report. Be sure to record your participation. You will need to take notes. You will have assignments based on this conference in business and both ITEC courses. Complete a reflection for your E Folio

LT 23 BMGN 150 Note Taking IND Week 13

For this **assignment**, take notes for all the research presentations given in class. After all the presentations have been completed, review and revise your notes. Do they reflect what you understood about the issue which was discussed during the presentation?

Next, upload your work to Safe Assign to check for possible plagiarism. Then, upload it to BbVista in one file. Due date is two days after all presentations in your section are completed. Each assignment contributes a mark towards your final grade.

LT 24 ENGL Speech Competition IND Week 14

You have an opportunity to compete in the DWC speech competition. The winners from this competition will travel to Fujeirah Women's College to represent DWC at the HCT Speech Competition in May.

LT 25..ENGL Listening 2 – Entrepreneurship IND Week 15

In the classroom: Your English teacher will help you to develop the skills and language to explore your career decisions and ideas for your own business. As well, you will look at the changing role of women in UAE society and workplace and review the challenges UAE women face as they prepare for employment or for self employment as entrepreneurs.

For the assessment

The assessment will focus on information about UAE women, entrepreneurship and women's career decisions. In the assessment you will be asked to listen to speakers. You will answer questions about what the speakers say.

LT 26 ENGL Reading 2: Emirati Identity IND Week 15

Your teacher will work with you on developing reading skills for comprehension such as skim and scan, identifying main ideas, recognizing vocabulary, and understanding relationships within and between sentences. You will also work on more critical understanding of texts such as telling the difference between facts and opinions, inferring meaning, recognizing opposing points of view and the purpose(s) of texts.

For the assessment:

2008 was the year of Emirati Identity. During this time, the federal government funded a series of initiatives to encourage Emiratis to think about who they are.

In the assessment, you will be asked to read a selected number of texts and answer questions about specific information within them. The assessment will be "**seen**". It could cover both 'critical' and 'comprehension'– type questions.

LT 27 BMGN 150 Current Issues Forum GRP Week 17

You have extensively researched an issue with your team. You have presented your research and been asked in depth questions. You have been given suggestions for improvement. Now, make your corrections and present your **research findings** at the Current Issues Forum (CIF).

Think about this: What is your final perspective on your issue as you go into the CIF?

Report

First, you need to collate your research into a **report** which follows HD1 format. This report needs to be bound and be available at the CIF for your visitors and for the assessors. It must include

An overview of your issue, who it impacts, its perspectives, its impact: globally, regionally and to individuals (Group)

Methodology -what you did, primary research, secondary research (Group)

Copies of the articles and your notes / summaries (Individual)

Here is a sample of the report Table of Contents. Follow the order exactly.

Submission: Length is minimum 1000 words. Be sure to include the word count. Bind the report. Have it available at your display.

Display

Next, you make a display that explains the current issue in a creative and interesting way for your audience. Combine visual and written material. Use your imagination. Whatever you do should be interesting, well organized, use all group members, make effective use of resources and explain many sides of the issue well.

Questions

Lastly, all members of your group should **be very prepared to answer complex questions** about your issue. Several experts will evaluate you, your group and your display.

Section x students may be organizing the Forum as their contribution to the Project. They will be assessed on their team's management of the activity

The evening students will welcome their employers to participate in the Forum. As well, families and students from other year groups and colleges are invited. All HD1 students must take time to view all the displays. In this way, you will gather information to be used in other assessed learning tasks.

Any student who is absent or does not actively participate in the forum will receive a mark of "0" for this learning task.

Assessment criteria: Report, Display, Questions and analysis

Report includes required sections and follows HD1 format GRP 5%

Overview Methodology Articles and Notes References Page included and mostly correct		Title page correct Table of Contents correct MLA citations used correctly Line Spacing Font Margins Header and footer correct Word count given Bound
Deduct one mark if a section is missing or incomplete	Bonus mark for creative or above average design and presentation of material in the report.	Deduct ½ mark for each format error.

_____ /5

Display applies information literacy skills to critically analyze a current issue and its impact - globally, regionally and to individuals GRP 5%

Little or no research depth and breadth of information - off topic. Dull presentation. Message is unclear Errors are widespread and cause communication breakdown.	Some research depth and breadth of information and somewhat off topic. Ordinary presentation. Message is fairly clear but errors persist. Errors persist and impair quality..	Standard research, depth and breadth of information and on topic. Interesting Message is clear and easy to understand. Errors are present but not intrusive	Comprehensive research, depth and breadth of information exploring the issue and all perspectives Creative and Captivating presentation. Excellent control of English. Errors are rare
1 2	3 4 5	6 7 8	9 10

Presentation….. and analysis
Each student explained various perspectives of the issue and answered probing questions in English at the HD1 level.
Presentation
IND 5%

Little or no understanding. Memorized answer but could not answer probing questions.	Some understanding of the issue and its impact on business.	Adequate understanding of the issue and its impact. Mentioned more than one perspective. Some examples.	Clear understanding of issue and its impact on the economy, businesses and individuals, regionally and globally. Gave in depth examples.
1	2	3 4	5

Question answering
IND 5%

Does not answer the question or answered off topic. Message is unclear. Language errors are widespread and cause communication breakdown.	Answers questions. Message can be understood but errors persist. Errors persist and impair quality. Memorized answers. Limited use of business vocabulary.	Answers questions - on topic. Message is clear and easy to understand. Errors are present but not intrusive Not memorized. (4) Correct use of economic and business vocabulary.	Answers questions comprehensively. Excellent control of English. Correct use of economic and business vocabulary. Errors are rare
1	2	3 4	5

LT 05 ALL SUBJECTS BbVista Self Study END IND Week 17

Complete this ongoing task and check your final grade on the portal.

LT 07 ALL SUBJECTS E Folio, Portfolios Week 16 / 17

Hand in all portfolios and efolios for final grading.

Subject	Weight	Explanation and Criteria
English Writing	10%	See Appendix 05
English Reading	10%	See Appendix 07
ITEC 154	10%	Questions and solutions files: At least one from each topic as requested by your teacher. Include assignments such as Women in IT conference report.

LT 17 ITEC 150 Programming Project - logo IND Week 17

Due this week. Late penalty applies.

LT 28 ENGL Viva IND Week 18

Over the semester, you have worked on developing your English skills. You have documented Academic Word List (AWL) items in your Reading Portfolio worksheets. During the Viva you will be asked to discuss one or more of the articles in your Reading Portfolio and you will be required to expand on some of the AWL items you have noted. Remember to include the words "This assignment is my own work" on the written part of your work. Your English teacher will set a schedule for your Viva during the week.

For the assessment: You will meet either individually or in pairs with your English teacher. You will be assessed on a variety of AWL items as described above. (See Appendix 10 - Academic Word List). Your teacher will select the article to be discussed at random from your reading portfolio and ask you various questions to assess the extent of your vocabulary learning.

Assessment Criteria

Has submitted word list only but absent for viva or shows little awareness of meanings of the words.	Can provide dictionary meaning for vocab item but unable to provide alternative word forms, use the word in a sentence or explain the context of collocation.	Clear knowledge of dictionary definitions. Some ability to manipulate word forms in sentences. Can use words and collocations in sentences, but often inappropriately.	Good knowledge of dictionary definitions. Reasonable ability to manipulate word forms in sentences. Can use words and collocations appropriately in sentences most of the time.	Shows cognitive awareness of vocab items. Clear ability to manipulate word forms to generate meaningful sentences.
1 2	3 4	5 6	7 8	9 10

LT 29 ENGL Writing 3 - Current Issues IND Week 18

In the classroom: Your English teacher will work with you on developing your writing skills in the areas of weighing up options, criticizing, combining, evaluating and offering solutions.

For the Project: You have seen displays about Current Issues in Management. Discuss given issues from various perspectives, in different ways and give your opinion. To do better in this writing task you will have to:

Attend at least three different presentations at the Current Issues Forum

Take notes on the issues.

Discuss the issues.

Consider ideas about how to resolve issues.

Make decisions about how to resolve issues.

Assessment Criteria

To see how you will be assessed for this, please go to the Writing Band Descriptors in Appendix 12.

LT 30 ITEC 150 Programming Assessment IND Week 18

You will be examined on all the Learning Outcomes from the semester.

LT 31 ITEC 154 Project: Business Application / Spreadsheets Pairs Week 18

You will be given an **Excel Source File** one day prior to your project assessment day to read and understand the data. In pairs, in the classroom, you will complete an MSExcel Project in a limited time period. You will work in invigilated conditions. The Project will cover all the topics in ITEC 154 for the semester.

Assessment Criteria

Your group manipulated data in a business application, using MSExcel. The duration of the project assessment is two (2) hours. The project will cover the following topics:

IF Functions	5	
VLookup Function	5	
Conditional Formatting	5	
Outlining and Subtotals	5	
Sorting and Filtering	5	
What-If analysis	5	
PivotTables and Pivot Charts	5	
Total	35	Weight 30%

LT 32 BGMN 150 Final Assessment IND Week 18

You will be examined on all the Learning Outcomes from the semester during this online assessment.

Works Cited

"Arab American Anti Discrimination Committee honors Mohammed Bin Rashid with Global Leadership Award" International Reports.net 2007 Accessed 20 Dec 2007 <<http://www.internationalreports.net/middleeast/dubai/2007/award.html >>

Big6 Associates (Eisenberg/Berkowitz) "The Big 6 Information and Technology Skills for Student Achievement" 15 01 09 <<http://www.big6.com/>>

Central Academic and Student Services, Higher Colleges of Technology Academic Facts and Figures 2006-2007 Accessed 08 01 09 <<http://www.hct.ac.ae>>

Appendix K
Current Issue Forum Topics

Current Issues Forum Topics for SEM 2 - 2008 – 09. (Jan 6, 2009)

CIF theme: Current Economic Financial Crisis.

No	Broad Topic	Full description of the issue? (Student's statement of purpose)	Why is it an issue – what factors impact the issue?	Specifically identify who the issue affects?	What are some DIFFERENT perspectives on the issue?
1	Impact of the economic crisis on the GCC.				
2	Impact of the economic crisis on Dubai banking, automobiles, tourism and supporting sectors and how they adjust(banking,real estate)				
3	Black Points and new road radar systems: a control system that works / doesn't work Why?				
4	Blood Screening before marriage: a planning, control or decision making system?? Does it work?				
6	Banks caused the World Financial / Economic crisis? Bank credit issues and ethics.				
7	Government failure to monitor, regulate and deregulation, caused the				

	World Financial / Economic crisis? Research and discuss – Also consider the ethical issues relating to this crisis.				
8	The banking credit squeeze and economic implications for business				
9	Oil price and implications of the decrease in oil price				
10	China – GDP decline and the banks, Government reaction and new policies and the impact on companies and the individual and how they adjust				
11	How are Global corporate trying to solve the impact of the economic crisis on their corporation eg rising unemployment, bailouts by Governments.				
12	Credit card culture eg easy to use card technology to purchase goods and services rather than using the cash consumer has saved.				
13	The financial crisis and its impact on companies				

	and investors in Dubai.				
14	Technological allowing easy and fast access to finance – lack of controls				
15	UAE Women - Entrepreneurship and Innovation				
16	Unfair Labour market practices in the GCC or UAE: Racism, Hiring practices, United Nations				
17	How / should UAE reduce dependence on domestic workers? Comparison with other Gulf Countries.				
18	"National Identity" more foreign workers in the work place"				
19	UAE corporate solutions to the economic crisis				
20	Impact of the economic crisis on Dubai housing, real estate, construction and supporting sectors and how they adjust				
21	The economic crisis and increases in crime				
22	Impact of the economic crisis on Emirate families / friends and				

	how they adjust?				
23	USA – GDP and the banks decline, Government reaction and new policies and the impact on companies and the individual and how they adjust				
24	UAE Government solutions to the economic crisis compared to Europe/UK solutions				
25	Unemployment implications in the UAE from the economic crisis				
26	The economic crisis, increasing bankruptcy and its impact on companies, the economy and investors				
27	Eurozone eg Germany, France and the UK – GDP decline and the banks massive loss of profits and assets and in some cases bank collapses. Government reaction and new policies. How do these new policies impact on banks and the individual and how they adjust.				
28	Global corporate solutions to the economic crisis				

29	Technology and the stock market decline through technological speed sales and information sharing in the USA				
30	Emirati expectations at work: realistic or not? Issues for working Emiratis: "no bonus and increments, boring job, 4 years working in the same grade and no promotion, parking, bad environment in dept, bad food, difficult to fire, high salaries"				
31	Technology - media (ethical use / abuse) impact on crisis before, during and after.				
32	Islamic finance versus Western banks style financing. Are Islamic banks affected and to what degree? Would Islamic banking controls have prevented the crisis?				
33	The impact of the economic/finacial crisis on employment issues re Emiratization and women. must use Arab Human Development Study and Tanmai publications on women's issues as part of research				

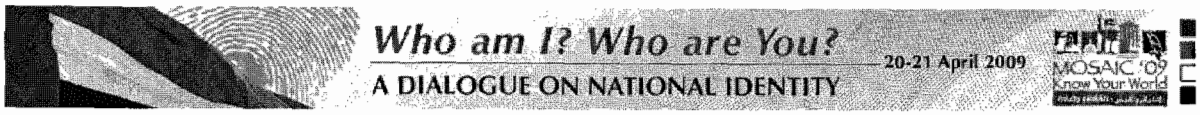
34	Blood Testing before Governmental Release of Marriage Fund Distribution – The Impact? Issues of Equity?				
35	IMF World bank position and action on the economic crisis				
36	Environmental implication of the economic crisis				
37	Real Estate changes in UAE – RERA and new legislation				
38	Investment funds, day traders, hedge funds, futures markets and their role in the economic crisis.				
39	Environmental pollution – recycle, reduce, re-use, sewage waste disposal				
40	Labourer Abuse and the Financial Crisis				
41	Domestic Help, the Human Rights Legislation and the Financial Crisis				
42	UAE Women – Identity, Entrepreneurship and Innovation				

43	Emiratization: Barriers to women from taking summer or part time employment?				
44	Employment issues re Emiratization and women. Increasing National female participation in the Labour Force				
45	Effect of the financial crisis on Green IT initiatives				
46	Motivating Emirati employees "our work is too much boring and I will not get benefit from this experience in future work" ""always late" "no parking" "playing internat" "chatting" "selfish" "untidy" "absenteesim" "customers wait long time for help"				
47	Unfair Labour market practices in the GCC or UAE: Racism, Hiring practices, United Nations				
48	Unfair Labour market practices in the GCC or UAE: Racism, Hiring practices, United Nations				

49	How / should UAE reduce dependence on domestic workers? Comparison with other Gulf Countries				
50	Is Arab business taking over the world because of the current world financial crisis.				
51	Blood Screening before marriage: a planning, control or decision making system?? Does it work?				
52	Emirati Identity, change and the financial crisis. Is there an impact?				
53	English and Arabic in the UAE – Is the commercialization of the UAE causing us to lose our language?				
54	Why is English the language of Higher Education?				

Appendix L

Emirati Mosaic, 2009, Sharjah Women's College, HCT



Identity is the crucible out of which we come: our background, our race, our gender, our tribal affiliations, our religion, all go into making up who we are.

All too often, however, the notion of identity - Personal, religious, ethnic or national - has given rise to heated passions and even massive crimes.

Amin Malouf

The President of the United Arab Emirates, His Highness Sheikh Khalifa bin Zayed Al Nahayan has declared 2008 as the year of National Identity. Citizens of the UAE have been invited to engage in a conversation about what it means to be an Emirati.

"WHO AM I, WHO ARE YOU? – A dialogue on National identity" will be the culminating event of a year-long series of academic and non-academic activities to be help at the Sharjah Higher Colleges of Technology in celebration of national identity. The conference will be help under the patronage and presence of **His Highness Sheikh Sultan bin Muhammad Al Qassimi**, Member of the Supreme Council and Ruler of Sharjah, and in the presence of **His Excellency Sheikh Nahayan Mabarak Al Nahayan**, Minister of Higher Education and Scientific Research and Chancellor of the Higher Colleges of Technology.

The aim of the conference is to explore the political, cultural, and conceptual aspects of "identity" in the context of a world that has become transformed by globalization, technology, mass communications and demographic changes. It is hoped that the conference will contribute to the on-going exchange of ideas on national identity in the UAE.

The conference will assemble a distinguished group of thinkers who will interact with the attendees in a variety of ways including a plenary panel discussion, seminar and workshops, and a roundtable discussion grouping the main speakers and decision-makers.

Dr. Abdulkhaleq Abdulla: Seminar – "Idenitty and the New Emirati Generation"

Dr. Abdulkhaleq Abdulla, a UAE national born in 1953, is a professor of Political Science at Emirates University and the lead author of the Arab Knowledge Report. He was a member of the Dubai Cultural Council, the General Coordinator of the Gulf Development Forum, director of the research center at AlKhaleej newspaper, editor of the Gulf Strategic Report, editor of the Journal of Social Affairs and the recipient of the Cultural Personality of the Year 2005 Award. He holds PhD in Political science from Georgetown University and MA from American University in Washington D.C. He was a Fulbright Scholar and a visiting professor at the Center for Contemporary Arab Studies, Georgetown University. He attended seminars and lectured in universities and research centers around the world including the United States, Europe, the Arab World, Australia and Japan. Professor Abdulla is a frequent commentator in the media on current Arab and Gulf affairs. His research interests include issues of political changes in the Gulf and the Arab World, Gulf Security, contemporary issues of Arab Gulf States and international relations.

Professor Abdulla is the author of several books; the most recent one is **Narrative of Politics**, 2006. He has published more than 40 articles, the latest on "Dubai; an Arab City Going Global" and "Political Reform: The Case of the UAE" were published January 2006. His new book is titled; The **Gulf Regional System** 2007.

Dr. Burhan Ghalious: Seminar – "Identity and Globalization"

Dr. Burhan Ghalioun is presently the Director of the Centre d'Etudes sur l'Orient Contemporain (CEOC) in Paris and a Professor of Political Sociology at the Universite de Paris III (Sorbonne Nouvelle). He obtained his Ph.D. in Political Science from the Sorbonne. He is the author of several authoritative books, such as *'Le Malaise Arabe: l'Etat contre la Nation', 'Islam et Politique: la Modernite Trahie', 'Crise de la Politique : l'Etat et la Religion' and 'La Culture Arabe : Entre Modernisme et Traditionalisme'*, as well as over a hundred academic articles in various journals on political Islam, Arab political culture and state and society relations in the Arab World.

Dr. Halim Barakat: Seminar – "Arab Identity in Crisis"

Halim Barakat is a novelist, sociologist and retired Research Professor of Society and Culture at The Center for Contemporary Arab Studies of Georgetown University (1976-2002) . He also taught at The American University of Beirut (1966-72), The University of Texas at Austin (1975-76), and served as Research Fellow at Harvard University (1972-73).

Born in Kafrun (Syria)in 1936 and raised in Beirut , Barakat received a BA(1955) and MA(1960) degrees in sociology from The American University of Beirut , and a PhD in social psychology from the University of Michigan in Ann Arbor (1966) .
Barakat has authored several works in Arabic and English. His sociological books include Lebanon in Strife (University of Texas Press, 1977), and The Arab World : Society , Culture

and State (University of California Press , 1993) . He also published seven novels and a collection of short stories in Arabic. Translations of his fictional works have appeared in English , French, German , Japanese, and Russian including Days of Dust, Six Days (Lynne Rienner) , and Le Vaisseau Reprend Le Large. His fictional works, though vividly realistic, are suffused with symbolism and allegory, expressing humanistic and universal interpretations of historical events.

Dr. Ebtissam Al-Kitbi: Seminar – "Identity and Education"

An associate professor of political science, United Arab Emirates University, Al Ain, she served as a core team member for the Arabic Human Development Report for 2006 and currently serves on the editorial board of the UAE Journal of Social Affairs. Her writings include The Global Community and the War on Terrorism: Threat or Opportunity? and Women's Political Status in the GCC States.

Dr. Mohammad Arkoun: Seminar – "Identity and the Islamic Thought"

A native of Algeria, Professor Mohammed ARKOUN studied at Algiers University, and at the Sorbonne in Paris. He established his scholarly reputation with his early studies (1969, 1970) on Arab Humanism in 4th/10th c. focusing on the intellectual generation of the historian and philosopher Miskawayh. As he began to consider how one might rethink Islam in the contemporary world, his sophisticated questioning provided a welcome counterpoint to the highly ideological interpretations that dominated debate in both the Muslim world and the West. As the editor of ARABICA, Journal of Arabic and Islamic Studies (Brill, Leiden), he maintained the journal's very high standard of scholarship, considerably broadened its scope, and played a significant role in shaping Western-language scholarship on Islam.

He is the author of numerous books in French, English and Arabic, including most recently: Rethinking Islam (Boulder, Col., 1994), The Unthought in Contemporary Islamic Thought (London, 2002; 2 ed. with the title: Islam: to Reform or to subvert, London 2006); Humanisme et Islam: Combats et Propositions, Vrin, Paris 2006, L'ABC de L'islam. Pour sortir des clôtures dogmatiques, Grancher 2007. L'Humanisme arabe au 4e/10e siècle, Paris 2005; L'Islam et les Musulmans en France du Moyen Âge à nos jours, Paris 2006. La pensée arabe, Paris 2008.

Professor Arkoun has taught as a visiting professor at UCLA, Princeton University, Temple University, the University of Louvain-la-Neuve, the Pontifical Institute of Arabic Studies in Rome and the University of Amsterdam; he served as a Steering Committee and jury member for the Aga Khan Award for Architecture from 1981 to 1998. He is presently Emeritus Professor, La Sorbonne (Paris) as well as Senior Research Fellow and member of the Board of Governors of The Institute of Ismaili Studies, in London and was recently appointed as a member of the Steering Committee of Jacques Chirac Foundation

Dr. Tariq Ramadan: Seminar – "Identity & Citizenship"

Tariq Ramadan is professor of Islamic Studies. He is teaching at Oxford Faculty of Theology (Oxford) and he is currently Senior Research Fellow St Anthony's College (Oxford), Dosisha University (Kyoto, Japan) and the Lokahi Foundation (London). He is a Visiting Professor (holding the chair: Identity and Citizenship) at Erasmus University (Netherlands). Through his writings and lectures, he has contributed substantially to the debate on the issues of Muslimsin the West and Islamic revival in the Muslim world. He is active both at the academic and grassroots levels lecturing extensively throughout the world on social justice and dialogue between civilizations. Professor Tariq Ramadan is currently President of the European Think tank: European Muslim Network (EMN) in Brussels.

Last book: "Radical Reform, Islamic Ethnics and Liberation" (Nov 2008)
Website: http://www.tariqramadan.com

Dr. Yasir Suleman: Seminar – "Identity & Language"

Professor Yasir Suleiman is Chair of Modern Arab Studies, Director of the Centre of Middle Eastern and Islamic Studies, Head of the Department of Middle Eastern Studies, and Professorial Fellow of King's College at Cambridge University.

Professor Suleiman's research covers the cultural politics of the Middle East with special reference to identity, conflict, Diaspora studies and modernization in so far as these issues relate to language, modern Arabic literature, translation studies and memory. He also conducts research on Arabic grammatical theory and the Arabic intellectual tradition in the pre-modern period. Professor Suleiman is author of several books and numerous articles, and has lectured internationally on language policy and Arabic linguistics.

Originally trained in English Language and Literature, Professor Suleiman holds a doctorate in Theoretical Linguistics and a second undergraduate degree in Arabic with Syriac, as well as a RSA Diploma in Teaching Languages to Adults. He is a regular contributor to the press and media in the United Kingdom and has worked as language consultant in the Lockerbie Air-Panam trial.

Professor Suleiman is a trustee of a number of organizations, including the International Prize for Arabic Fiction (Arab Booker Prize), Banipal Trust for Arabic Literature in Translation, Cambridge Gulf Research Council and the Arab-British Chamber of Commerce Charitable Foundation.

Some of Professor Suleiman's publications are:
• Arabic in the Fray: A study in self A Study in Self, Conflict and Displacement. Forthcoming. • A War of Words: Language and Conflict in the Middle East, Cambridge University Press, 2004 • The Arabic Language and National Identity: A study in Ideology, Georgetown University Press and Edinburgh University Press 2003 • The Arabic Grammatical Tradition: As study in Ta'lil, Edinburgh University Press 1999.

Appendix M

Reading Assessment Texts

Reading 1: Whatever their judgements, we define who we are

A. Women of the "Orient" are perceived as abaya-covered victims who are suppressed by culture, religion and politics, and are in need of being saved. Or they are viewed as being dangerous and cunning, in need of being watched.

B. I find myself in situations where I have to explain, justify and defend my way of life to outsiders. But at the same time I have to fight, rebel and demand change from my own society.
"Are you forced to wear your abbaya?"
"Do you think it's constraining of your movement?"
"Do you drive in Arabia?"
"Are your eyebrows real?"

C. I used to answer these questions very patiently, because I couldn't blame people for their ignorance. I sought to deconstruct the "otherness" that has been created by endless stereotypical images. But I have come to realise that my answers will never change others' preconceived ideas, because every time I manage to convince Westerners that I was not as exotic as they had first assumed they would simply come to the conclusion that I was an exception to their preconceived ideas. "You are different, you seem very independent," I have been told.

D. The stereotypical images of Oriental women have pressured developing societies to adopt a "modern" image of women to signify that change has occurred. Women of the "Orient" have been pressured to adopt modernity in order to break from the stereotype of the downtrodden woman of the harem. On the other hand, women are a symbol of the family and the nation's honour. On a personal level they have to be traditional to avoid social ostracism, and on the national level they have to be traditional to emphasise the authenticity of the culture and the nation.

E. The supposed "authentic" image of an Arab Muslim woman has limited their choice of how they present themselves publicly; their choice becomes shaped by how others will perceive them. Women are expected to be both modern and traditional and they are pulled between those two sometimes conflicting notions.

F. Personally, I have been moved back and forth from the modern to the traditional box without my consent. My identity has been defined, dissected and shaped by "others".

G. In school and later at university, many Emirati students feel stereotyped as rich, suppressed, and lacking in intellectual abilities. We have to dissolve this perception by being modern, yet the traditional aspects of our life could not be erased.

H. I remember an incident in a class when after I pointed out that my family wouldn't allow me to go to a certain public event, my lecturer commented, "Come on, you are not really one of them, are you?" I realised that certain assumptions had been made given my appearing to be modern to others. I was not comfortable with others shaping my identity. I switched the way I interacted with that specific lecturer; I limited my conversations with him, cut the jokes short and glued my shaila to my head. I opted to be more reserved because I didn't want to fit into his modern box. Now I realise that I not only allowed him to judge me, but I gave him the power to change me.

I. Similarly, another student at university who usually wore her shaila around her shoulders one day decided that she would wear it on her head. Her lecturer noticed and commented: "So you decided to be a Muslim today?" The way this student chose to dress was not seen as a personal choice but rather as a symbol to define her religious identity.

J. There is a certain expectation of consistency when it comes to the way a Muslim woman dresses. Western women can wear a short skirt one day and long pants the next, and their identity would not be questioned. They would not be faced with answering ridiculous questions like: "So you decided to be conservative today?"

K. In particular there is an obsession with the authenticity of our clothing. I have to constantly answer questions like "Why do you have pink crystals on your abaya?" We are accused of losing the authenticity of the abaya, and that those pink crystals are a sign of "modernity" and women breaking free from tradition. However, who is it who decides what is authentic and what is not? How does one decide if a person is modern or traditional? More importantly, why do we need to fit people into these predefined boxes?

L. Arab and Muslim women's personal identity is far from personal. A woman attempting to define her identity is placed under pressure because she cannot avoid being judged. She has to be traditional yet modern, a rebel and yet a conformist. On top of all of that she has to be consistent, otherwise, she would be guilty of being "inauthentic".

M. The moment we give the "other" the power to judge "us", they are automatically placed in a powerful hierarchal position. It gives the "other" the power to shape who we are.

Hissa al Dhaheri is a sociologist and researcher in cultural studies and holds an MA in Gulf Studies

Al Dhaheri, Hissa. "Whatever their judgements, we define who we are." The National 19 Apr. 2009. 30 Apr. 2009 <http://www.thenational.ae/article/20090419/OPINION/386544329>.
This article has been modified for the purposes of the assessment.

Reading 2: Who are you?

Emirati students join experts in calling for preservation of the UAE's history, religion, language and culture as essential elements in promoting national identity. Rania Moussly reports from a conference at Sharjah Women's College.

A. Shaikh Nahyan Bin Mubarak Al Nahyan, Minister of Higher Education and Scientific Research and Chancellor of the Higher Colleges of Technology, inaugurated the Mosaic International Conference 2009 at Sharjah Women's College (SWC) last week. The two-day conference titled "Who am I? Who are you? A Dialogue on National Identity" was the final section of the college's annual Mosaic event.

B. Mosaic 2009 was based on a theme of 'Proudly Emirati'. It aimed to inspire in students a sense of wonder and curiosity about the world they live in and have them appreciate the richness of their nation's past and the potential of its future. Throughout the academic year students participated in various activities, consisting of a six-day camel expedition, art exhibits, poetry readings, a video/film festival, educational competitions, international educational trips and visits to significant locations around the nation. The activities concluded with the conference.

C. Dr Fareed Ohan, Director of the Sharjah Higher Colleges of Technology, said: "I am most delighted with the choice of this theme. It is inspired by the vision of our Chancellor Shaikh Nahyan Bin Mubarak Al Nahyan, who urges us to do our part in preparing a new generation of Emiratis, confident in themselves, proud of their culture and language and able to live and work in a changing and globalising world."

D. The opening panel discussion of the conference saw Emirati students from both SWC and Sharjah Men's College (SMC) fill the auditorium in a sea of white and black ready for the debate. It brought together eight national and international academics and professors. Through a series of discussions and lectures, the aim was to spark a dialogue about Emirati identity. The opening session on "national identity in an age of diversity" was moderated by the good-humoured Saudi Arabian journalist Turki Al Dakhil.

E. Speakers stressed the need for personal freedom and equal rights as an essential part of an individual's national identity. UAE national Dr Abdul Khaleq Abdullah, professor of political science at UAE University, stressed the need for individuals to

live free of the fear of self-expression. "If these elements are available, then it is impossible for anyone to be anxious about their national identity."

F. Professor Mohammad Arkoun addressed the need for education which allows a person to assimilate with their identity. "We need to teach human science. There is a difference between technological teaching and the education of human needs," he said. He added that the youth today are unaware of their own history, stressing the need to spread knowledge of Islamic history. "This subject is the first condition we need to teach," said Arkoun. He used an example a book written by a German author to illustrate his point that Western scholars are better educated about Arabic and Islamic history than Arabs and Muslims.

G. The debate went on to the definition of Emirati identity and identity as a whole. "Identity is the responsibility of individuals... everyone is a decision-maker [of their own actions]. Identity expresses itself in the form of many factors and the Arabic language comes first. It is important not to change our identity into a group of rituals," said Professor Yasir Sulaiman. He said the way to preserve one's language and religion is to pass it down to one's children.

H. The topic of demographics was raised. The fact that Emiratis are a minority in their own country was addressed by Dr Abdullah who said: "If you are a partner in your country's affairs and know your rights and responsibilities [as a citizen] then you will never feel threatened."

I. He said today the country is facing an identity problem. The Arabic language and Islam are being eroded as a result of the demographic imbalance. He said the UAE is globalising and because of this, it is losing touch with its local identity. However, he added, there are no feelings of xenophobia towards the dominant expatriate population in the UAE.

Who is an Emirati?

J. Notes spoke to Emirati students at the Mosaic International Conference 2009 to grasp their thoughts on the conference and what it means to be an Emirati. Manar Al Majedi, 18, is a media student at Sharjah Women's College. She is also part of the new Shoumoukh leadership advancement programme organised by the college's Career Centre. Manar volunteered to help out at the conference. "It is important for us because as they said there are not many locals here in the UAE so our identity is affected by others. For example, there are some girls who don't talk in Arabic at all.

K. They only speak in English so they should listen to these talks and learn about their identity," she said. Media student Nouf Ali, 21, was displaying books about the UAE outside the conference hall. She expressed her dissatisfaction with the fact that a majority of the speakers were not even UAE nationals.

L. "If they'd brought locals [to speak] it would have been better... they are all foreigners... I am disappointed," said Nouf. When asked what it means to be an Emirati Nouf said: "To be what the late Shaikh Zayed Bin Sultan Al Nahyan used to be. A person who doesn't want to lose his identity... we should go on and do what he used to do. He was a kind person who loved his culture, his sons and his daughters. He used to treat everybody like he was the father of the Emirates," she said. Student Council President Alya Rasheed, 19, said her identity is not defined by the national identity card now mandatory for all residents. "It means my language, my religion, my tradition, my culture, my country, my home, my family - everything ... so it is very important for us to talk about this [topic]," she said.

M. Engineering student Abdul Rahman Bukhalaf, 20, from SMC, said to be Emirati means everything. "The Emirates has offered us many things... the most important thing is that we give back to the nation... The nation has done everything for us, given us everything. We've taken and taken but not given back. There comes a time when we have to give the nation as much as we can to help it prosper," said Bukhalaf.

N. "This country has given us things other countries did not give its nationals. Now is the time we give back. The national identity is not just to preserve history; we must develop our culture but at the same time hold on to our history," said Marwan Al Ali, 21, from Dubai Men's College.

Moussly, Rania. "Who are you?" Gulf News 25 Apr. 2009. 3 May 2009. <http://archive.gulfnews.com/articles/09/04/24/10307071.html>.
The text has been modified for the purposes of this assessment.

Appendix N

The Big 6 Lesson Plan

THE BIG SIX

Based on "Big 6" by Mike Eisenberg and Bob Berkowitz

The Six Steps of Big 6 (www.suite100.big3.com)

1. Task Definitions. This is where the person identifies the problem or task and questions that may need to be answered.
2. Information Seeking Strategies. At this step, the students identify reliable sources of information.
3. Location and Access. Students find and access the information identified in step 2.
4. Use of Information. Students decide which information applies to the problem and is most useful.
5. Synthesis. In step 5, the information is organized and presented.
6. Evaluation. Step 6 is a critical analysis of how effective the product is. Did the student accomplish the task and answer the problem identified in step 1?

Each of these steps has sub-steps that help develop analytical thinking necessary to accomplish the task. Each step develops a critical skill for information literacy.

MODEL ESSAY

In HD1 in Semester Two all students are exposed to an information problem-solving model called the Big Six. In this essay I will apply the Big Six information problem-solving model to analyze how I would solve the following problem: 'The college no longer provides laptops. You now need to research a suitable one to purchase.

The first step is called Task Definition and it is here we must clarify exactly what it is we need to do. To help with this I might ask myself specific questions, for example: Do I know what I need to do? In this case the answer is clear. I need to do some research to find a suitable laptop for use in college.

Having understood the task I can then move on to Step Two, identify all the possible sources of information. In this situation my options are: computer shops, the internet, asking other people for their advice, and going to Think Aid. Subsequent to this is to evaluate each source to determine which is the best to use. Asking Think Aid for advice may not be feasible as their job is to support the use of college laptops not advise on purchasing other brands. I retain information best when it's given in person so for me the best choice is to go to the malls and ask the experts.

Step Three, Location and Access, is relatively quick as my computer teacher can give me advice on where to go. It is now time to move on to Step Four: Use of information. This is the most challenging part of my research as I need to evaluate the information for reliability and usefulness. In addition to this I need to compare different sources to ensure I get the most up-to-date and relevant information. The best way to do this is to take notes in each shop, ask lots of questions, make sure I understand all the technical language and review my notes when I get home.

To sum up I have now defined the task, brainstormed possible sources, selected the best choice and gathered and evaluated information. This step by step approach ensures that I solve my problem in the most expedient way. It is a successful approach that I feel can be applied to any problem or decision making situation.

Order the sentences into the correct order and into paragraphs.

To sum up I have now defined the task, brainstormed possible sources, selected the best choice and gathered and evaluated information.

It is now time to move on to Step Four: Use of information. This is the most challenging part of my research as I need to evaluate the information for reliability and usefulness

This step by step approach ensures that I solve my problem in the most expedient way. It is a successful approach that I feel can be applied to any problem or decision making situation.

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Asking Think Aid for advice may not be feasible as their job is to support the use of college laptops not advise on purchasing other brands.

In HD1 in Semester Two all students are exposed to an information problem-solving model called the Big Six.

I retain information best when it's given in person so for me the best choice is to go to the malls and ask the experts.

Step Three, Location and Access, is relatively quick as my computer teacher can give me advice on where to go.

In this essay I will apply the Big Six information problem-solving model to analyze how I would solve the following problem: 'The college no longer provides laptops. You now need to research a suitable one to purchase.

In addition to this I need to compare different sources to ensure I get the most up-to-date and relevant information. The best way to do this is to take notes in each shop, ask lots of questions, make sure I understand all the technical language and review my notes when I get home.

Writing about the Big Six: Understanding the process

1. What two things should you do in your introduction?

    a.

    b.

2. What is step one? What's a question to ask yourself in step one?

3. What are the sources of information?

4. Why won't the writer use Think Aid as a source?

5. Why does the writer decide computer shops are the best source?

6. Why is Step Three quick? Is it always quick?

7. Why is Step Four challenging? Is it always challenging?

8. What two things should you do in your conclusion?

    a. 1:

    b. 2:

9. Is this easy to understand?

10. Does each paragraph have a topic sentence?

11. Does it flow nicely, does one sentence and one paragraph lead to the next?

12. Does it answer the question?

13. Does it use high or low level vocabulary?

Vocabulary 1

Put the words in the box in the sentences below.

apply	determine	subsequent to	clarify	suitable	evaluate
feasible	exposed to	analyze	experts	retain	

In HD1 in Semester Two all students are (1) _____ an information problem-solving model called the Big Six. In this essay I will (2) _____ the Big Six information problem-solving model to (3) _____ how I would solve the following problem: 'The college no longer provides laptops. You now need to research a suitable one to purchase'.

The first step is called Task Definition and it is here we must (4) _____ exactly what it is we need to do. To help with this I might ask myself specific questions, for example: Do I know what I need to do? In this case the answer is clear. I need to do some research to find a (5) _____ laptop for use in college.

Having understood the task I can then move on to Step Two, identify all the possible sources of information. In this situation my options are: computer shops, the internet, asking other people for their advice, and going to Think Aid. (6) _____ this is to (7) _____ each source to (8) _____which is the best to use. Asking Think Aid for advice may not be (9) _____as their job is to support the use of college laptops not advise on purchasing other brands. I (10)

_____information best when it's given in person so for me the best choice is to go to the malls and ask the (11)_____ .

1: exposed to	A: appropriate
2: apply	B: following
3: analyze	C: use
4: clarify	D: presented with/shown
5: suitable	E: assess
6: subsequent to	F: explain/spell out
7: evaluate	G: decide
8: determine	H: remember
9: feasible	I: examine
10:retain	J: specialist
11:expert	K: possible

Vocabulary 2

Look at the words in bold below. Use your dictionary, your own knowledge or a thesaurus to find a word with a similar meaning.

Step Three, Location and Access, is relatively quick as my computer teacher can give me advice on where to go. It is now time to move on to Step Four: Use of information. This is the most (1) **challenging /**_____part of my research as I need to (2) **evaluate/**_____ the information for (3) **reliability/**_____ and usefulness. In addition to this I need to compare different sources to (4) **ensure/**_____ I get the most (5) **up-to-date/**_____ and (6) **relevant/**_____ information. The best way to do this is to take notes in each shop, ask lots of questions, make sure I understand all the technical language and review my notes when I get home.

To sum up I have now defined the task, brainstormed possible sources, selected the best choice and gathered and evaluated information. This step by step approach ensures that I solve my problem in the most (7) **expedient/**_____ way. It is a

successful (8) **approach/**_____ that I feel can be (9) **applied to/**_____any problem or decision making situation.

Practice Writing task

ID Number: _____ **Section:** _____

The Big 6 has been an important workshop for HD1 English classes. The Big 6 allows you to think, plan and act through a task or a project so that you can clearly understand what you need to do, how you need to do it and also so that you understand the emotions that are involved in the process.

You and your classmates want to go on a field trip. Describe how you could use the first four steps of the Big Six to find the information needed to decide on a suitable trip.

250 Words

PLAN

Appendix O

Authentic Media Readings

Emiratis should work way up

Written By: Bradley Hope

Khaleej Times: Dec 18, 2008

ABU DHABI // Emiratis need to take entry-level jobs and accept wages set by the market so they can take a bigger role in the economic development of the country, according to the new head of a body designed to increase employment among nationals. Unrealistic expectations are one reason why more than 8,000 Emiratis are registered as unemployed and seeking a job, said Abdullah al Darmaki, the executive director of the Abu Dhabi Emiratisation Council (ADEC).

"The Government envisions Emiratis being able to do everything, from filling up a car with gas and working at McDonald's to running companies," he said. "The economy cannot sustain all nationals to be at one level." Mr al Darmaki, a former executive at Bawadi, the Dubai developoment, and Abu Dhabi National Oil Company, is leading the reinvention of ADEC as an institution that connects the growing private sector of Abu Dhabi with unemployed Emiratis.

The 8,000 job-seeking Emiratis registered with ADEC, combined with as many as 2,000 graduates of local universities each year, creates a large pool of labour that needs to be employed. This process was socially necessary but also important for the future of the country, Mr al Darmaki said. "We need to be self-dependent to some extent. Expats only come to an economy during a boom period. When things slow down, they look for the next opportunity. We need to be able to fill that vacuum."

To do this, Emirati job seekers needed to accept the jobs for which they were qualified, he said. "Not everyone can be a manager starting off." The key to the strategy he has crafted to get Emiratis employed is getting accurate information about the businesses in Abu Dhabi and their needs. He said he would form committees with the stakeholders from major companies to better understand their three-to-five year business plans, and then mobilise ADEC to respond to those needs. Sectors such as manufacturing, travel and tourism, and oil and gas had great potential for growth, he said. "We need to not be about just training programmes. Instead, we can respond to what companies need here and build competence."

Career counsellors at ADEC will help Emiratis to prepare for interviews and decide whether to pursue additional training. A part of this process will be explaining what wages are realistic and what the work will entail. ADEC will also counsel expatriate employers about sensitivities in Emirati culture. Mr al Darmaki is working closely with the Education Council to help communicate with students about jobs available in the market, so they can make

better-informed decisions about what areas of study to focus on at university. For sectors that are in high demand, the two councils may create more scholarships and incentives to encourage students to fill the demand. "We are not here to influence the mindset of people about what they want to study, but help them to understand the market," he said. For now, Mr al Darmaki is focusing on a complete "rebranding and repositioning" of ADEC. Rather than be seen as an organisation that would ensure someone a job, he said ADEC was set up to help people with a strong work ethic and willingness to adapt to what was needed by the economy.

"A number of people have come here just to get paid," he said. "But we are moving away from that. We are trying to get closer to the community, so that as soon as a young person graduates they know they can come to us and get registered." ADEC has started the process of matching Emiratis to jobs that traditionally have been filled by expatriates. Last month, the Abu Dhabi Police signed an agreement with ADEC to provide 130 police jobs for Emiratis and in August the Education Council agreed to offer 700 jobs, including safety and transport officers.

UAE's human rights record under the spotlight

Written By: Zoi Constantine

Khaleej Times: Dec 5, 2008

GENEVA // The UAE's human rights record came under the UN spotlight for the first time yesterday with talks focusing on migrant workers' rights. A 25-member delegation led by Dr Anwar Gargash, the Minister of State for Foreign Affairs and Federal National Council Affairs, appeared before the Geneva-based Human Rights Council as part of a process introduced this year known as the Universal Periodic Review.

Under this process the rights record of all 192 UN member states will be examined every four years. Dr Gargash responded to more than 60 questions and comments from the council floor. Delegations from other countries raised issues including the treatment of women in the UAE, the repatriation of former child camel jockeys, and allegations of discrimination on the basis of sexual orientation, among others.

The review began just after 9am Geneva time, when Dr Gargash took his place on the stage beside the council president. Dr Gargash said the Constitution outlined the rights of "all citizens, prohibits torture, arbitrary arrest and detention, respects civil liberties, including freedom of speech and press, peaceful assembly and association, as well as religion". The UAE is determined to tackle human rights issues "head on", he said.

"This aspiration stems from our own cultural heritage and religious values which enshrine justice, equality and tolerance. The Government is also aware that respecting human rights in accordance with international human charters and customs is a priority, and we look towards

meeting this priority at all levels." But, he added, it was labour issues, political participation and women's rights, that the Government regarded as the three most critical human rights areas for the country.

The issue most pressingly addressed by delegates from countries including Cuba, the Netherlands, Finland, Germany, Mexico, France, the Philippines and Sri Lanka was the rights of migrant workers. The UAE did not shy away from an area that has led to some of its harshest international criticism. With more than 200 nationalities among the labour force, Dr Gargash said challenges were part and parcel of such a diverse population.

Achieving the right conditions for the entire workforce is "a work in progress", he said, although recent "sweeping reforms" had been enacted to improve the lives and working conditions of migrant workers. "For the UAE, respecting labour rights is a moral, cultural and economic imperative," he said, acknowledging that the so-called "unskilled" labour force in particular had made "significant contributions to the growth of the economy".

Several delegations referred to allegations of mistreatment of domestic workers. The UAE responded by saying the Government was working on a new law to protect that category of workers, aiming to provide "greater protection and assurances". The UAE submitted its first report on human rights, compiled over the summer, to the UN in September. It included inputs from government bodies, civil society groups such as the General Women's Union and the UAE jurists and journalists associations.

The report, published in Arabic and English, was the first human rights assessment ever released by the Government. Yesterday's council hearing was told the UAE was engaging more closely with countries such as India, the Philippines and Pakistan, which together account for much of its workforce, to tackle specific labour issues. Several countries alluded to the progress made through initiatives including the Abu Dhabi Dialogue - a conference held earlier this year to forge links between worker destination countries, such as the UAE, and countries of origin, including India and the Philippines.

International partnerships were also being forged to fight human trafficking, a crime the UAE took "extremely seriously", Dr Gargash said. Questions concerning greater political participation in the UAE were also raised. Dr Gargash highlighted progress made through partial FNC elections in 2006. He also noted the UAE's traditional form of political participation through consultative meetings between the leadership and the people, in the majlis or councils.

The UAE's movement towards greater political participation is based on a "gradualist perspective", he said, as well as "the need to transform the country's political heritage". Dr Gargash said the UAE was studying the framework for accession to treaties, including the UN Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment, and would join the UN Convention on the Rights of Persons with Disabilities.

The UAE's efforts at developing a balance between its cultural and religious traditions and international norms was also covered. "Though the impact of social change has been

significant and has resulted in several challenges, the UAE is proud to be a tolerant and open society that nonetheless cherishes its traditional roots," Dr Gargash said. The delegation, to demonstrate the UAE's commitment to social welfare, noted that in 2008 the Government allocated US$600 million (Dh2.2bn) to needy sections of society, including the elderly, orphaned children and widows.

Women's rights were also addressed by Dr Gargash and Dr Amal al Qubaisi, a female member of the FNC. Both spoke of countering misconceptions and stereotypes of Arab and Muslim women. In the UAE, Dr Qubaisi said, the reality is "better than the dreams of women in some other countries". "I am one of the examples of women in the UAE who have made great gains. Women in the UAE are constantly supported and included in all sections of development, are active and productive, and hold prominent positions. The UAE is constantly making every effort, we are enabling women more and more."

Several countries, including France and Italy, raised the issue of capital punishment, voicing concerns that the UAE had not joined a moratorium on the practice. Other delegations raised concerns about restrictions on access to the internet. The Norwegian delegate brought up the issue of freedom of assembly, including workers' right to strike. The rights of homosexuals were also raised. Overall the tone of the session was cordial and UAE delegates said they were pleased by how they were received by the council. Many delegations took the opportunity to commend the UAE on recent efforts to address human rights issues.

"Amid a rapid modernisation process, the UAE has had a challenging, but progressive track record on human rights issues," Dr Gargash told the council. "We have had our ups and downs in this process and how our efforts have been appraised. But our commitment is resolute and we intend to do better by sharing our experiences and learning from the best practices of the international community."

Breaking through the glass ceiling

The National: Dec 6, 2008

In her new role, Sheikha Najla Al Qassimi represents the great strides taken by Emirati women but more still needs to be done to break down gender stereotyping in the workplace, she says. Speaking in depth for the first time since being named in September as one of the country's first female ambassadors, Sheikha Najla, who is posted to Sweden, said that although women now make up 66 per cent of the government's workforce, they are still too often pigeonholed into certain careers, such as secretarial and administration roles.

"Now it's time for women to prove themselves and show that they are capable of working professionally and effectively and compete in the working market," she said. "There are some social barriers but women have to reach beyond. When I need a secretary, I will be assigned a lady rather than a man. It's still the case that a certain type of job is considered

good for a certain gender. There's a political will to break down these stereotypes but the change must also come from within the workforce."

Sheikha Najla added that with small steps over time things could change. "We can do this starting with teaching our children how to respect women and the role of women in this life, and teaching the surrounding community to respect their work." Born a year before the unification of the Emirates, Sheikha Najla was raised during a time of exponential growth as her fledgling country spread its wings.

The progress of the new country allowed her to carve out a career. Although she maintains there is further to go with regards to women's empowerment, she said support from the leadership provided an opportunity for women to forge ahead and push for their place as the country evolved. "I grew up witnessing the rapid development of the country and I, as an Emirati woman, always felt a part of the development and also had a dream to reach a position where I could assist in this rapid growth," she said. "The fact that our nation always treated women with full respect, care and support, made it seem more possible."

Sheikha Najla said that while a top position always felt within her reach, that didn't mean that the road was easy. Like many new graduates the dream job was not waiting for her when she left university. Although wanting a career in politics, she began work as a trainee at the HSBC bank. It was in 1999 that she secured a position at the Emirates Center for Strategic Studies and Research, training that she says was invaluable for her later career with the Ministry of Foreign Affairs.

"My major was political science and it was always my passion. When I finally had the opportunity to work in the field I studied I jumped at it and moved to Abu Dhabi." As part of Ras al Khaimah's ruling family there is no denying that one could assume the Sheikha had an advantage over her fellow women but she maintains that the opportunities that were available for her are there for anyone who has the drive to achieve.

"Doors are opened and opportunities are created for all hard working people, men or women. Maybe a person from a more humble background actually has more motivation to work harder, and every citizen has the access to education and the opportunity to do well." At 37 years old, the UAE has made great advances with regards to women's empowerment. The country now has four female government ministers, and its first female judge and women constitute 23 per cent of the UAE's Federal National Council, a higher proportion than in any Arab parliament.

It was under the last Minister for Foreign Affairs, Sheikh Hamdan bin Zayed, that women began being sworn in for careers in diplomacy. As soon as women started working in the field, it was only a matter of time before there was a female ambassador, Sheikha Najla said. She was one of two female ambassadors appointed. Dr Hissa al Otaiba, a member of the UN's International Forum for Women, was named as envoy to Spain and began her diplomatic duties on Nov 3.

Sheikha Lubna Al Qasimi, a member of the Sharjah royal house, was the first of the UAE's female ministers. She was appointed Economics and Planning Minister and later became Minister of Foreign Trade. Sheikha Najla describes her as "an inspiration". "It was just at that time Sheikha Lubna was appointed as a minister, and so it became very obvious that one day one of our group would be appointed as ambassador, but it takes time."

"Once the door is open for you to be a diplomat then it has to be a second step to be an ambassador, because it's a natural growth in your career." After three years in Abu Dhabi, where she worked at the department of European and American Affairs, she moved to Geneva where she spent four years as a diplomat representing the UAE at the United Nations. Sheikha Najla fights the assertion that the path has been made easier for women because of the Government's drive to encourage females into leadership positions, pointing out that because two thirds of the public sector's employees are women and there are still only scattered positions for women at the top, if anything it is more difficult.

"It wasn't an easy competition to prove yourself to the leaders," she said. At a the Arab Women's Conference in Abu Dhabi last month the Syrian first lady, Asma al Assad, said while she wanted more women to be involved in politics, culture, medicine and business, it had to be on individual merit, not because they were women. Although it comes with prestige, being a pioneer in a new career brings its own pressures. Sheikha Najla recalled mixed emotions on being appointed ambassador: "I was proud but I was also a little bit worried. I felt that maybe as the first woman I would be under focus which makes you a little bit nervous. You want to prove you can deliver what is required. I'm hoping that I will be up to the responsibility given to me."

With a community of just 3,000 Emiratis in Sweden, and only 12 in Stockholm itself, the posting may not be one of the most prominent but it is still important that women are represented in the official face the UAE presents to the world. For anyone, a career in international diplomacy is challenging. Sheikha Najla, who is unmarried and travelled to Sweden alone, admits she has had to make sacrifices. "You have to put behind you so many relationships, so many friends. It's a very demanding job, but on the other hand it's a very rewarding job, when you establish new friendships, new contacts and always of course, the most important thing is to serve your country.

"I was born in an ambitious country and... my new position was entrusted with the responsibility which I hope to be good for. But what is important to me to is be creative and to reach for perfection in what I like to do most: diplomacy."

Who are you?

Emirati students join experts in calling for preservation of the UAE's history, religion, language and culture as essential elements in promoting national identity. Rania Moussly reports from a conference at Sharjah Women's College.

By Rania Moussly

Gulf News: April 25, 2009

Emirati students join experts in calling for preservation of the UAE's history, religion, language and culture as essential elements in promoting national identity. Rania Moussly reports from a conference at Sharjah Women's College.

Shaikh Nahyan Bin Mubarak Al Nahyan, Minister of Higher Education and Scientific Research and Chancellor of the Higher Colleges of Technology, inaugurated the Mosaic International Conference 2009 at Sharjah Women's College (SWC) last week. The two-day conference titled "Who am I? Who are you? A Dialogue on National Identity" was the final section of the college's annual Mosaic event.

Mosaic 2009 was based on a theme of 'Proudly Emirati'. It aimed to inspire in students a sense of wonder and curiosity about the world they live in and have them appreciate the richness of their nation's past and the potential of its future. Throughout the academic year students participated in various activities, consisting of a six-day camel expedition, art exhibits, poetry readings, a video/film festival, educational competitions, international educational trips and visits to significant locations around the nation. The activities concluded with the conference.

Dr Fareed Ohan, Director of the Sharjah Higher Colleges of Technology, said: "I am most delighted with the choice of this theme. It is inspired by the vision of our Chancellor Shaikh Nahyan Bin Mubarak Al Nahyan, who urges us to do our part in preparing a new generation of Emiratis, confident in themselves, proud of their culture and language and able to live and work in a changing and globalising world."

The opening panel discussion of the conference saw Emirati students from both SWC and Sharjah Men's College (SMC) fill the auditorium in a sea of white and black ready for the debate.

It brought together eight national and international academics and professors. Through a series of discussions and lectures, the aim was to spark a dialogue about Emirati identity. The opening session on "national identity in an age of diversity" was moderated by the good-humoured Saudi Arabian journalist Turki Al Dakhil.

Speakers stressed the need for personal freedom and equal rights as an essential part of an individual's national identity.

UAE national Dr Abdul Khaleq Abdullah, professor of political science at UAE University, stressed the need for individuals to live free of the fear of self-expression. "If these elements are available, then it is impossible for anyone to be anxious about their national identity."

Professor Mohammad Arkoun addressed the need for education which allows a person to assimilate with their identity. "We need to teach human science. There is a difference

between technological teaching and the education of human needs," he said. He added that the youth today are unaware of their own history, stressing the need to spread knowledge of Islamic history. "This subject is the first condition we need to teach," said Arkoun. He used an example a book written by a German author to illustrate his point that Western scholars are better educated about Arabic and Islamic history than Arabs and Muslims.

The debate went on to the definition of Emirati identity and identity as a whole. "Identity is the responsibility of individuals... everyone is a decision-maker [of their own actions]. Identity expresses itself in the form of many factors and the Arabic language comes first. It is important not to change our identity into a group of rituals," said Professor Yasir Sulaiman. He said the way to preserve one's language and religion is to pass it down to one's children.

The topic of demographics was raised. The fact that Emiratis are a minority in their own country was addressed by Dr Abdullah who said: "If you are a partner in your country's affairs and know your rights and responsibilities [as a citizen] then you will never feel threatened."

He said today the country is facing an identity problem. The Arabic language and Islam are being eroded as a result of the demographic imbalance. He said the UAE is globalising and because of this, it is losing touch with its local identity. However, he added, there are no feelings of xenophobia towards the dominant expatriate population in the UAE.

Who is an Emirati?

Notes spoke to Emirati students at the Mosaic International Conference 2009 to grasp their thoughts on the conference and what it means to be an Emirati. Manar Al Majedi, 18, is a media student at Sharjah Women's College. She is also part of the new Shoumoukh leadership advancement programme organised by the college's Career Centre. Manar volunteered to help out at the conference. "It is important for us because as they said there are not many locals here in the UAE so our identity is affected by others. For example, there are some girls who don't talk in Arabic at all.

They only speak in English so they should listen to these talks and learn about their identity," she said. Media student Nouf Ali, 21, was displaying books about the UAE outside the conference hall. She expressed her dissatisfaction with the fact that a majority of the speakers were not even UAE nationals.

"If they'd brought locals [to speak] it would have been better... they are all foreigners... I am disappointed," said Nouf. When asked what it means to be an Emirati Nouf said: "To be what the late Shaikh Zayed Bin Sultan Al Nahyan used to be. A person who doesn't want to lose his identity... we should go on and do what he used to do. H

e was a kind person who loved his culture, his sons and his daughters. He used to treat everybody like he was the father of the Emirates," she said. Student Council President Alya Rasheed, 19, said her identity is not defined by the national identity card now mandatory for

all residents. "It means my language, my religion, my tradition, my culture, my country, my home, my family - everything ... so it is very important for us to talk about this [topic]," she said.

Engineering student Abdul Rahman Bukhalaf, 20, from SMC, said to be Emirati means everything. "The Emirates has offered us many things... the most important thing is that we give back to the nation... The nation has done everything for us, given us everything. We've taken and taken but not given back. There comes a time when we have to give the nation as much as we can to help it prosper," said Bukhalaf.

"This country has given us things other countries did not give its nationals. Now is the time we give back. The national identity is not just to preserve history; we must develop our culture but at the same time hold on to our history," said Marwan Al Ali, 21, from Dubai Men's College.

Why the fuss about labour regulation?

The new law on the firing of Emiratis should be seen in the context that they represent less than one per cent of the private sector workforce

Written By Najla Al Awadhi, Special to Gulf News

Gulf News March 23, 2009

The new law on the firing of Emiratis should be seen in the context that they represent less than one per cent of the private sector workforce

What kind of message are we sending the private sector when we say that Emiratis can't be fired?

I was asked that question at a conference by a fellow Emirati. She was referring to the new regulation passed by the Ministry of Labour, which according to the press was "banning the firing of Emiratis". This is a sensational headline, but an inaccurate one.

There were many interesting views about this issue posted on a popular business site in the UAE. These were posted mostly by expatriates living in the UAE, and some Emiratis. The views ranged from those understanding the need for the regulation:

"I am really surprised to see the fuss and anger most of the expats have been showing on this issue. Myself being an expat for almost 15 years ... [I] have seen countries like Malaysia and Singapore protecting their citizens whenever there is a recession."

"Why denigrate Emiratis when the protectionist wave is sweeping the world? In the UK the mantra is British jobs for British workers. Why is there a sense of privilege here when

western governments are running around like headless chickens reversing free trade agreements, sending back foreign labour?"

To views of those who felt negatively about the regulation:

"So what's next? No Emiratis will ever have to work and companies have to pay them for free!"

"...I'm getting a bit discouraged knowing that since this law has been passed, no one will hire me because they think they will not be able to get rid of me if they think I don't fit. I believe that the law is wrong, but I also believe that something needs to be done so that qualified and hard-working UAE nationals like myself can actually find employment!"

"Pro-discrimination laws which stipulate who can be hired, and who cannot, are deeply divisive and probably very damaging to Dubai's long-term ability [to] attract talent from overseas..."

"The naivety [of Emiratis in government] is beyond bounds... The lack of understanding of basic principles of business really is beyond belief. Emiratis - this is why we are here: because you do not have the knowledge and experience to be able to create the marvel that is Dubai."

I found these blogs quite interesting because the majority of them seem to forget the heart of the issue, that yes the world is facing a severe economic challenge; yes, jobs are being lost, and that yes it's the role of governments to stimulate their economies, but above all it is the role of governments to safeguard the rights of their citizens.

This regulation has nothing to do with discrimination, because the UAE, like any other country, must grant the greatest advantages to its citizens - these are the natural benefits of citizenship.

Regulating the firing of Emiratis in the private sector does not indicate that there is a trend towards protectionism. The law does not ban the firing of Emiratis - however, it does regulate it. It seeks to ensure that Emiratis are not arbitrarily fired, and that before companies are permitted to fire Emiratis they should first prove that the workers have violated labour laws.

There are 15,000 Emiratis in the private sector. We represent less than one per cent of the labour force in this sector. This needs to change.

This regulation in and of itself is not the solution - it must be supported. Increasing the number of Emiratis in the private sector, real integration that doesn't just translate into quotas, real empowerment, comes not just from the private sector providing opportunities. It must also come from our government, by ensuring that we have an educational system that graduates Emiratis who are capable of succeeding and competing in a globalised world, Emiratis that beyond possessing an impeccable skill set and thought process, also possess an

unwavering understanding of what it means to be an Emirati, thus entering the job market with a solid work ethic, and not being purely driven by comfort on the job or the size of the package, but being guided by the will to learn as much as possible, and to give back to our country.

And let me say that we live in an interconnected world, where at one level or another, we all need each other. The UAE, and Dubai specifically, has always been a society that is open and tolerant, a society that has reached where it is today because it believes in creating an environment that allows people from all over the world to feel at home, and to grow.

It is a mutually beneficial system, and this is why people come here, and we will continue to build our country in this spirit.

Appendix P

Brock University Research Ethics Board Clearance Letter

Office of Research Services
Research Ethics Office
St. Catharines, Ontario, Canada L2S 3A1
T: 905-688-5550, Ext. 3035/4876 F: 905-688-0748
www.brocku.ca

DATE: September 15, 2008
FROM: Michelle McGinn, Chair Research Ethics Board (REB)
TO: Dr. Anne Elliott, Education, Mary Lovering
FILE: 08-051 ELLIOTT/LOVERING

TITLE: Case Study of Higher Education in the United Arab Emirates: Factors Affecting the Integrated, Constructivist Curriculum

The Brock University Research Ethics Board has reviewed the above research proposal.

DECISION: ACCEPTED AS CLARIFIED

This project has received ethics clearance for the period of **September 15, 2008 to July 31, 2009** subject to full REB ratification at the Research Ethics Board's next scheduled meeting. The clearance period may be extended upon request. ***The study may now proceed.***

Please note that the Research Ethics Board (REB) requires that you adhere to the protocol as last reviewed and cleared by the REB. During the course of research no deviations from, or changes to, the protocol, recruitment, or consent form may be initiated without prior written clearance from the REB. The Board must provide clearance for any modifications before they can be implemented.

If you wish to modify your research project, please refer to http://www.brocku.ca/researchservices/forms to complete the appropriate form Revision or Modification to an Ongoing Application.

Adverse or unexpected events must be reported to the REB as soon as possible with an indication of how these events affect, in the view of the Principal Investigator, the safety of the participants and the continuation of the protocol.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and clearance of those facilities or institutions are obtained and filed with the REB prior to the initiation of any research protocols.

The Tri-Council Policy Statement requires that ongoing research be monitored. A Final Report is required for all projects upon completion of the project. Researchers with projects lasting more than one year are required to submit a Continuing Review Report annually. The Office of Research Services will contact you when this form *Continuing Review/Final Report* is required.
Please quote your REB file number on all future correspondence.

MM/an